

PULL-OUT TO COLLABORATION
BECOMING AN EFFECTIVE ESL CO-TEACHER

By

Nancy Martinsen Holt

A Capstone submitted in partial fulfillment of the
requirements of the degree of Master of Arts in ESL

Hamline University

Saint Paul, Minnesota
August 2004

Committee:

Ann Sax Mabbott, Administrative Chair
Nina Mosser, Expert Reader
Karen Martinsen, Peer Reader

TABLE OF CONTENTS

| | Page Number |
|---|-------------|
| Chapter 1: Introduction. | 1 |
| Chapter 2: Literature Review | 9 |
| A Brief History of Co-teaching. | 9 |
| Rationale for Co-teaching. | 10 |
| Rationale for ESL co-teaching. | 12 |
| Effectiveness of Co-teaching. | 16 |
| Barriers to Co-teaching. | 17 |
| ESL Instructional Components. | 22 |
| Characteristics of Effective Co-teaching. | 30 |
| Components of Co-teaching. | 32 |
| Tips for Co-teaching. | 45 |
| Chapter 3: Methodology. | 49 |
| Setting and Student Population. | 52 |
| Data Collection. | 53 |
| Chapter 4: Results. | 57 |
| Introduction. | 57 |
| Time Analysis. | 57 |

| | |
|--|------|
| Checklist. | .62 |
| Lesson Plan. | 67 |
| Journal. | 72 |
| Conclusion. | 75 |
| Chapter 5: Conclusion. | 76 |
| Summary. | 76 |
| Limitations. | 76 |
| Future Research. | 78 |
| Implications | 80 |
| Appendix A: TESOL Standards grades 4-8. | 82 |
| Appendix B: Minnesota English Language Proficiency Standards for English Language Learners grade 3-5. | .92 |
| Appendix C: Lesson Plan Template. | 105 |
| Appendix D: Diagram of Co-teaching Options. | 108 |
| Appendix E: Problem Solving Worksheet. | 110 |
| Appendix F: Time Data Collection Table Template. | 112 |
| Appendix G: Checklist Template. | .114 |
| Appendix H: Lesson Plans Data Sample. | 116 |
| Appendix I: Journal Template. | 118 |
| Appendix J: Journal Data Sample | .121 |
| References. | .123 |

LIST OF FIGURES

| | | |
|-----------|--|----|
| Figure 1 | Barriers to Co-teaching. | 21 |
| Figure 2 | Overview of Minnesota English Language Proficiency Standards for English Language Learners K-12. | 25 |
| Figure 3 | Questions for Creating a Collaborative Working Relationship in co-teaching. | 33 |
| Figure 4 | The Communication Cycle. | 36 |
| Figure 5 | The Art of Paraphrasing | 37 |
| Figure 6 | Alternative utilization of one teach one assist. | 41 |
| Figure 7 | Diagram of the Process for Action Research. | 50 |
| Figure 8 | Time Data Collection Table. | 62 |
| Figure 9 | Checklist Data. | 67 |
| Figure 10 | Lesson Evaluation Results. | 70 |

CHAPTER ONE: INTRODUCTION

As I began to make bold decisions by scurrying into the maze a bit, I felt exhilarated. The more I ventured into the maze, the more confidence and courage I felt. . . .Was I nervous? Of course I was. But after discovering a new station with a lot more cheese, I felt more energetic and committed. *-whomovedmycheese.com`*

Change is uncomfortable and yet is a necessary part of life. I have found my teaching career as an English as a Second Language (ESL) teacher full of change. I have worked in seven different schools. I have taught high school, elementary school, and adults. I have had over 700 students. I have seen administration changes, staff changes and school closings. I have had to create my own curriculum and I have had curriculum handed to me. Throughout all of these changes, one factor remained a constant. I was an autonomous teacher. That meant that although these changes, a normal part of teaching, were to varying degrees uncomfortable and challenging, they were not unexpected nor did they require a complete change in how I viewed my role as a teacher.

Today, however, many ESL teachers feel a more dramatic change is underway. A change in paradigm is currently occurring in the delivery of English as a Second Language (ESL) services in many school districts. Typically, English language learners (ELLs) were served by a pull-out program. In these traditional pull-out programs, ELLs are pulled out of the mainstream classroom

for a specific period of time. It is within the course of this class that students receive English language instruction by an ESL professional using an ESL curriculum.

Traditional pull-out programs are being discarded for a collaborative model. There are many different aspects to this type of model. The collaboration model always includes mainstream and ESL teachers meeting and planning lessons or units together that allow for language development and integrate strategies that make content accessible for all students, with particular attention to ELLs. The different faces of collaboration come in the execution of these co-planned lessons. In some cases, these co-planned lessons are executed solely by the mainstream teacher. In other cases, the lessons are executed separately by the ESL teacher and the mainstream teacher to different pre-identified groups. In yet other cases, they are executed together and involve co-teaching¹ in which ESL teachers are pulled into the classroom to co-teach with the mainstream teacher. In all cases of collaboration, the idea is to offer support and language service within the content areas with the goal of higher student achievement.

As this change is taking place, many questions arise. First and foremost, teachers and administrators alike wonder if collaboration is the answer to providing more effective ESL service. While this is an overarching question that

¹ Co-teaching: two or more teachers working together to teach and evaluate a group of students

cuts to the foundation of how we provide ESL service, it cannot be answered quickly. I will leave the question of effectiveness to other researchers with abilities to conduct long-term studies (such as the study Virginia Collier is currently conducting with the St. Paul Public School District). However, urgent secondary questions by mainstream and ESL teachers alike lie in the more practical implementation of such a service delivery model and the immediate assistance teachers need to begin instituting what they are being directed to execute.

The most foreign and frightening change that comes with a collaboration model is co-teaching. Thus, my attention and thesis question focus on how I can move from being a pull-out ESL teacher to becoming an effective co-teaching ESL teacher? What skills do I have to begin to develop to be a competent partner in a co-teaching situation? Can I successfully bring the skills I have gained as an autonomous pull-out ESL teacher and merge them with a mainstream teacher to continue to provide our ELLs with an effective content centered class that also teaches them the language skills they need to be successful in an English speaking education system?

I am an ESL teacher in a first ring suburban school district. Our district has a rapidly growing ELL population and is in search of service delivery models that will better serve all of our ELLs as well as support their growing numbers. I

am assigned to serve fifth grade at a school that has recently moved to a model of collaboration. The school's ELL population doubled in just over a year, from roughly 100 students to 240 ELLs in a school of 420 students. ELLs are now over 50% of the school's population. In addition to this population shift, according to the Minnesota Department of Education, our school has not made Adequate Yearly Progress (AYP) according to the Federal No Child Left Behind Act of 2001. This means that we need to raise our student test scores or suffer the penalties for not doing so. With the large influx of ELLs, and the new pressure to raise test scores, the staff and administration realized that the traditional pull-out model was no longer the most effective service delivery model our school could use to provide ELL service. Using information about current trends in servicing ELLs, the district ELL facilitator and school administration led a school wide effort to implement a new model of service delivery. The new service delivery model involves the ESL teacher going into the mainstream classroom to provide ELL service. This model is called a collaboration or inclusion model. With the support of our school board, district ELL facilitator, and our principal, enough ESL teachers were hired to assign one ESL teacher to each grade level in an attempt to facilitate this model. Under this new model, I teach fifth grade along with two mainstream fifth grade teachers. My entire ten year teaching career had been spent in autonomous teaching situations. Five of

those years were spent providing language service in a traditional pull-out model. Of course, on occasion, I had coordinated curriculum, planned special lessons, and done various other activities that resulted in the necessity to collaborate and co-teach. This collaboration had always been on a sporadic basis, however, now I was being asked to change my solitary ways of pulling students out of their mainstream classroom to embrace a more inclusive model in which I go into the classrooms and work with the mainstream teachers to provide ESL service to ELLs. This was a big paradigm shift for me and resulted in what seemed like an unending list of questions about the practical side of implementing such a change.

The double edge to this sword of change is the lack of information and training on exactly what “collaboration” means. While the word “collaboration” has a clear definition, the collaboration model does not. There is no exact method or guide for a collaboration model (Mabbott & Strohl, 1992; Schwartz, Shanley, Gerver, & O-Cummings, no date), even less guidance for an ESL collaboration model, which is based on the special education collaboration model (Mabbott & Strohl, 1992). This lack of definition has some benefits. For example, it allows schools to design collaboration programs to suit their needs rather than following a set formula. Unfortunately, the lack of a formal guidelines also results in the lack of clear guidance for teachers implementing such a

program, and this lack of guidance and training can result in failed attempts at collaboration.

I do not want our collaboration program to be one that fails due to lack of training or guidance. The effectiveness of the collaboration model must speak on its own with success or failure based on the merits of collaboration rather than by a teacher's lack of experience or knowledge. Teachers want to be successful. Teachers want a system in which they can perform at their best. Without training, teachers feel powerless and call their own competency into question. When this happens, inspiration, energy, and enthusiasm diminish.

I was beginning to feel uncomfortable at having to comprehend and implement so rapidly this paradigm shift. Not only was I expected to completely redefine my role as an ESL teacher and change the way I knew how to provide language service, the mainstream teachers expected me to be knowledgeable about how a collaboration model which included co-teaching should work. With this in mind, I realized I needed to take it upon myself to learn all I could about collaboration, particularly co-teaching. I wanted this collaboration model to work and the education of our ELLs was at stake. To do this I would need to discover the skills needed to be an effective co-teacher on my own.

While it is human nature to be self absorbed during times of change, in reality, ESL teachers are not the only professionals who are affected by this alteration in

service delivery. Mainstream teachers are in a similar situation. They must now learn to plan with others, compromise, and share space, students, and time. They too are being asked to make a big change with little or no training. Concern for their students raises many of the same questions. They too wonder what collaboration looks like and what skills they need to be a member of a co-teaching team. It is my intention that this research will be of equal benefit to both ESL teachers and mainstream teachers.

The move toward inclusion is as important a trend for ELLs and their parents as it is for teachers. Traditional pull-out models, although recent research (Thomas & Collier, 2002) shows that they are not the *most* effective way to teach English have been shown to be more effective than no service at all. The inclusion model on the other hand has not yet undergone long-term studies to show its level of effectiveness. ELL inclusion is a relatively recent model, although some teachers have been doing it for years, and there is little data to show the effectiveness of this type of program. In fact, the Special Education Inclusion model that ESL collaboration is based on, faces some debate over its effectiveness. The inclusion model as used in Special Education has been around since the 1980s and yet there have only been seven studies that show any student result data on the effectiveness of such a program (Welch, Brownell, & Sheridan , 1999).

Parents and students deserve the right to the best education we can provide for them. With our increase in ELL population, as well as the knowledge that administration is calling for inclusion, and recent research which suggests that inclusion *may be* a better model, teachers have no choice but to try and make inclusion successful with or without training. In implementing this inclusion model, parents of ELLs need to understand that we are attempting to improve the education of their children. However, they need to be watchful of this new push for inclusion while at the same time supporting efforts to implement this program effectively.

My goal was to become an effective ESL co-teacher. To accomplish this I would need to do a good deal of secondary research to review the literature that was already available about ESL inclusion, which is limited, and on characteristics of an effective co-teacher, based on Special Education inclusion. I would also need to re-examine what ELLs need to succeed in a mainstream classroom. I would be using an action research model to look at myself and my co-teacher to determine what our current practice looked like. Were we exhibiting the characteristics of effective co-teaching teams while at the same time implementing best practice strategies for teaching ELLs language and content? Are there things that we were not doing that we should be doing? How could we implement those changes? I would need to answer questions such as:

What are the possible co-teaching arrangements? What is my job as an ESL co-teacher? How much time should we spend planning? What are the characteristics of effective co-teaching teams? What are the best strategies to use to teach content to ELLs? It is my hope that answers to my questions can provide guidance for both ESL teachers and mainstream teachers in learning how they too can begin to create effective co-teaching teams and provide all students with the best education we can provide.

In the next chapter, the Literature Review, the elements of co-teaching, both the instructional and the interpersonal components will be presented. The rationale for co-teaching, barriers, as well as implementation aspects will be included. Chapter three highlights the action research model and covers the methodology that will be used to collect data. Chapter four and five emphasize the results of the data collection and discuss their significance.

CHAPTER TWO: LITERATURE REVIEW

The goal of this research is to learn how to move from being a pull-out ESL teacher to becoming an effective co-teaching ESL teacher. To begin this chapter a brief history of co-teaching will be presented followed by the explanation behind co-teaching and then the particular reasoning behind ESL co-teaching. Additionally, some of the major obstacles that teachers and administrators need to be aware of surrounding co-teaching are provided. Following that are the instructional components that are needed to provide language development for ELLs, as well as those needed to build successful co-teaching partnerships. To end the chapter, there are many co-teaching tips provided for school administrators as well as co-teaching teams.

A Brief History of Co-teaching

The literature reports that co-teaching has been taking place to varying degrees since the 1960s, it however, did not become widely used until the 1980s. In the 80s, there was a push to combine special education and regular education (Mabbot & Strohl, 1992). It was at this time that the field of special education took the idea as an alternative way to foster the participation of students with disabilities in the mainstream classroom. For several years now, collaboration between classroom teachers and special education teachers has gained

momentum. The idea was to instill greater collaboration between specialists and classroom teachers to improve the all around quality of education these students received.

Meanwhile, the social fabric of society has also been changing, resulting in changes to schools across the country. Students in our schools today come from diverse socioeconomic classes, language backgrounds, family structures, cultures, learning styles, ability levels, interests, and life experiences. This incredible diversity in schools has resulted in recent school reform that attempts to broaden teacher base expertise and abate designated “expert” roles and encourage shared responsibilities (Risko & Bromley, 2000). These recent reforms have created a surge of interest in co-teaching as a way of promoting collaboration.

Rationale for Co-teaching

As greater student diversity and school reforms force teachers to have greater knowledge of a larger spectrum of areas, more teachers and administrators are realizing that isolated teachers will struggle to succeed alone. As an alternative model, schools are looking at co-teaching.

According to Dieker (2001), co-teaching provides students with special needs with additional support in their classroom. It also provides teachers with an additional set of eyes and a different way of looking at things to help modify

curriculum, set objectives, and design lessons (Benoit, 2001). Co-teaching allows teachers to develop a multitude of creative solutions to classroom and student issues regarding learning (Risko & Bromley, 2000). In addition, co-teaching presents an abundance of instructional options that one teacher alone cannot provide (Friend & Cook, 1996 as cited in Bahamonde, & Friend, 1999).

When organized and executed correctly, co-teaching essentially decreases the student-teacher ratio (Benoit, 2001). Many believe that lower student-teacher ratios result in improved learning by students as teachers are better able to differentiate curriculum to meet the needs of more students.

Schwartz, et. al. cite an essential benefit of co-teaching as a way for teachers to share each other's unique knowledge and skills by moving isolated teachers onto a team, thereby improving the quality of education and professional growth for teachers. Teachers can learn from one another by modeling for and watching their fellow teachers, allowing both teachers the opportunity to expand their knowledge and expertise.

It is also believed that being a member of a team improves teachers' job satisfaction (Snell & Janney, 2000 as cited in Schwartz, et al.) and makes teaching more congenial (Salend, Gordon, & Lopez-Vona, 2002). Snell & Janney (2000 as cited in Schwartz et. al.) assert that teachers no longer feel isolated and have the intellectual stimulation of peers when they are part of a

team as well as having built-in support. This support encourages and allows teachers to experiment with new teaching strategies and techniques (Salend, et al., 2002), allowing them to become better teachers. Conjoined with this mutual appreciation of each other, lies yet another advantage of co-teaching. Co-operative working relationships provide the positive modeling of necessary life skills such as working cooperatively, communicating, problem-solving, and compromising. Even simply seeing how adults relate to each other will have a positive effect on students (Murata, 2002).

Another key benefit in favor of co-teaching is the improved access to pooled instructional resources (Coltrane, 2002). For example, an ESL teacher may have access to materials, lessons, and/or curriculum that the mainstream teacher did not know existed and vice versa. Thereby both teachers have an increased ability to more readily find suitable materials.

Also, when students are pulled out of the classroom, it is disruptive to their learning and they automatically compartmentalize their learning. However, if students can be provided service in their classrooms, learning has more continuity and students are less likely to compartmentalize their learning and are able to more easily transfer learned skills (Bahamonde & Friend, 1999).

It would appear that there are numerous valid reasons for considering co-teaching. And while it seems that most benefits of co-teaching are on the

instructional end, they may directly impact the quality of education the students receive.

Rationale for ESL Co-teaching

Thomas and Collier (2002) claimed that ELLs who received short term (one to three years) pull-out ESL instruction in language that was content based did better than students who did not receive ESL service. This 2002 study supported their preliminary findings presented in 1997 and made a huge impact on the ESL education community. Unfortunately, this type of program still was not enough to close the achievement gap and help ELLs make the gains needed to catch up to their native speaking peers. They also claimed that once ELLs in this type of segregated remedial program were integrated back into the mainstream, rather than closing the gap between their native speaking peers, the gap remained or widened. In fact, they claimed that even the best content based pull-out ESL programs still only closed about half of the achievement gap.

While much importance was placed on the results of this study, there are those that question its validity. Based on Thomas and Collier's preliminary findings of 1997, Rossell (1998) finds some major faults with the Thomas and Collier study. She claims the methodology they used was unscientific, and thus the data are invalid and may produce misleading results. In a scientific study, there must be a treatment group and a control or comparison group, according to

Rossell. After a period of time in these groups, the results of the two groups should be compared. Because there may be initial differences between students Rossell contends that there must be some kind of statistical control for these factors. Finally, the study must follow these same students over time. Rossell claims that this was not the case in the Thomas and Collier study. In fact, their research was gathered from five different school systems with no consistent definition of the programs the students were participating in other than to depend on the school personnel to define their own program. Additionally, they use terms such as “well-implemented”, “well trained”, and “above-average” (Rossell, 1998, p.9). Not only are these terms quite subjective and not defined within the study, but such broad terms tell little about the schools. Rossell states that each grade consisted of different students without giving the numbers of students. Additionally, Rossell urges that there are too many questions remaining about their methodology, their data, and its analysis to draw any valid conclusions.

Despite the strong denial of the results of the Collier and Thomas study by some, it made educators take notice of the large gap that remained and reinforced the importance for ELLs to receive grade level content instruction. While content ESL instruction by itself was somewhat effective, it did not appear from this study to be effective enough. A great deal of importance in the ESL

teaching community was, and still is, placed on this study, thereby calling into question traditional programming.

While Thomas and Collier promoted long term dual bilingual immersion programs, which their 2002 study showed made the most impact in closing the achievement gap, school administrators instead took their lead from the field of special education. They saw co-teaching as a promising alternative to traditional pull-out programs. With a co-teaching team of content teachers and ESL teachers, ELLs could be integrated into the classroom thereby getting the grade level content required, while at the same time receiving the language support they need (Coltrane, 2002). The combined skills of an ESL teacher and content teacher offer the possibility for comprehensible high level content with language support that results in cohesive, interactive, contextualized learning experiences and provides ELLs with meaningful material to work with while interacting in English in addition to being immediately relevant to school (Echevarria, Vogt, & Short, 2000).

Moreover, co-teaching changes the nature of instruction for all children in the classroom (Mabbott & Strohl, 1992). Modifications that are necessary for the success of ELLs offers benefits to nearly all students, including those with different learning styles, students with learning disabilities, students with attention difficulties, and most other needs found in today's classrooms. Furthermore,

because ELLs are no longer being pulled out into small groups of fellow ELLs, they spend more time in a richer language learning environment which allows for more natural communication with their native speaking peers (Coltrane, 2002), thus expediting the acquisition of basic interpersonal communication skills (Mabbott & Strohl, 1992).

Teemant, and Giraldo, (2000) claim that content teachers lack knowledge of language learning pedagogy, and consequently need support from ESL teachers in what to expect from their ELLs and in making decisions that guide their teaching in areas such as lesson design, modifications, evaluation, and objectives. Therefore, besides lowering the student-teacher ratio, co-teaching with an ESL teacher offers content teachers the additional support they need while at the same time offering constant learning opportunities for both teachers, perhaps one of the most convincing arguments for co-teaching.

On the more practical side, many schools are overcrowded and pressed for space. While federal law requires that all students be given equal access to public education without regard to race, color, or national origin, ESL pull-out groups unfortunately end up meeting in “left over” spaces such as hallways, cafeterias, and other areas equally unsuited for learning however discriminatory it might be. The increasing number of ELLs requiring service is another dilemma. In the past ten years, the number of students in the United States who speak

languages other than English at home has grown by 68.6% nationally (TESOL, 2004). Echevarria, et al. (2000) state that the number of ELLs in United States public schools grew 109% in the ten years between the school years of 1985/86 and 1994/95 at the same time regular enrollment rose only 9.5%. It is believed that in the near future, the majority of school children in many of our largest cities will be from non-English speaking backgrounds (TESOL, 2004). Many schools in Minnesota already have over 50% ELLs. This increase in numbers mean that pull-out groups become larger, no longer providing the benefits of small group work, and often leave fewer students behind with the content teacher than are being pulled out. Administrators see co-teaching as a tempting solution for both issues of high numbers and space.

Effectiveness of Co-teaching

On reviewing published literature in refereed journals on team teaching from 1980-1997 Welch et al., (1999) claim there have only been a few studies gathering data on student outcomes, or the effectiveness, of inclusion with special education students. They found that most studies reflect teachers' reactions (Welch et. al., 1999). Welch et al. (1999) states that while the call for collaboration continues to increase, research substantiating its effectiveness has not kept up the pace. This argument is further supported by Murawski (2001) whose own study revealed a similar need for data showing the effectiveness of

co-teaching. Zigmond (2001) also agrees that there has been no evidence as of yet validating the effectiveness of co-teaching. While there appears to be little data supporting co-teaching for special education, there is even less research on the effects of collaboration on ELLs. Since we do not yet know the effectiveness of collaboration on ELLs, we must be vigilant that co-teaching does not become a way of pushing these students back into the shadows alleviating more practical problems like space, but doing little to improve their education.

It is important to also remember that rather than becoming completely focused on one form of service delivery, particularly when its effectiveness is in question, literature supports the idea of offering a variety of services depending on need. A 2001 study by Dieker found that co-teachers realized after the first year that some students continued to require other service delivery models in addition to co-teaching. Duke and Mabbott (2000) would agree. They found it essential to provide a small pull-out space in addition to co-teaching. This space allowed for a safe environment in which to take risks in English.

Barriers to Co-teaching

While co-teaching has many benefits, there are also barriers. Some of these barriers are within individual control, but many are not. Co-teaching requires on-going effort and commitment. It is not something teachers learn about in their college education and is relatively new territory for the majority of

teachers who are accustomed to teaching in isolation. It requires a new way of thinking and training (Bahamonde & Friend, 1999). In individual teaching, instruction is the only component involved. However, co-teaching involves two components: instruction and the relationship between teachers. These two components are interdependent and one or the other aspect can not be neglected or forgotten if one desires to create a productive working relationship. Often co-teachers place more emphasis on one or the other aspect and allow the other aspect to go to the wayside. This can result in co-teachers spending all of their planning time chatting, producing good friendships, but poor lessons. Some co-teachers are all business, producing good lessons, but ineffective implementation of them because they do not really know or trust their teaching partner. Hence, it is essential that both aspects of co-teaching be considered and addressed.

There is much work and thought that must go into structuring a co-taught classroom (Bahamonde & Friend, 1999). Although there are numerous books and articles written on collaboration there is no well researched established criteria or perfect model to guide teachers in the process of co-teaching (Austin, 2001, Schwartz, et al.). Change was spoken of in the introduction. Change is key in the process of moving from individual teaching to co-teaching. Many teachers are aware of the major change it means for their work and are fearful

and feel unprepared to make this change. No longer are their job responsibilities set and stable, but within a team, jobs shift regularly; often roles are not clear. It is this role ambiguity that causes much anxiety and discomfort (Risko & Bromley, 2000). In fact, many teachers feel that this role ambiguity results in their simply playing the role of an assistant rather than as an equal teacher.

One of the most crucial challenges in team teaching is differences in philosophical beliefs (Pugach & Johnson, 1995). While some teaching decisions are based purely on preference, many are based on individual belief systems. While a difference in beliefs can result in many learning opportunities, it can also result in an abnormally large number of conflicts. Co-teachers often have insufficient skills in conflict resolution and lack knowledge of how to facilitate the team process (Bergen, 1994). Therefore, when dilemmas arise within the team, teachers are unsure of what to do to resolve them. Hence, it is best to avoid situations in which teachers with extreme differences in teaching and learning philosophies co-teach, unless they voluntarily choose to do so. (Pugach, & Johnson, 1995). These types of matches will most likely end in failure.

Another big and potentially frightening aspect of co-teaching is the prospect of having someone watching you work (Pugach & Johnson, 1995). This is a big change for teachers accustomed to working in isolation with only an administrator stopping in occasionally. Not only is there the fear of being judged

and criticized, but as a co-teacher it is no longer your own class. Decisions must now be made as a team rather than alone. Both control and ownership must be shared. Now there must be compromise, which can often be difficult (Pugach & Johnson, 1995).

Many team teachers cite the amount of work required as another barrier. Planning for lessons with a team is much more time consuming. In Franson (1999) one teacher is quoted as saying, "it takes ages to actually pin down exactly what you're going to do and how you're going to do it. . . ." (p.65) This is true, since now every lesson must be discussed in detail, so that all understand exactly what will be taught, how it will be taught, and the individual roles of each participating teacher.

Along these same lines, expertise comes into play. People often feel threatened when they are around a peer who knows more about a particular area. Pugach & Johnson (1995) believe that co-teachers must enter the partnership expecting to teach each other as well as learn from each other and be aware that it is this individual expertise that combines to make them a great team.

In addition to these problems, there are also more practical dilemmas around co-teaching: planning time and scheduling. Teachers who co-teach must have time to plan together. However, time is a valuable commodity and teachers

have little of it to spare. Without time to plan together, so called “co-taught” lessons become individual taught lessons with two adults in the room, or even worse they become confused and ill-planned co-taught lessons. Of equal importance is the use of the time that is available. With too many things to do and too little time to do it, teachers have many things on their minds when they do meet. Schools often neglect to put in place the tools or systems necessary to help maximize the efficient use of meeting times.

Staffing and caseloads are also areas of concern. Asking a teacher to co-teach with too many teachers spreads that teacher too thin. Less time is available for lesson planning with co-teachers and ultimately that individual and the value of co-teaching become ineffective.

Bauwens & Hourcade (1995) break these barriers to collaboration into three categories, attitudinal, structural, and competency. Figure 1 clearly shows some of the major hurdles co-teachers must overcome to have successful co-teaching teams:

Figure 1

| Attitudinal | Structural | Competency |
|-------------|----------------|----------------------|
| Power | Administrative | Knowledge and skills |
| Tradition | Legal | |
| Cynicism | Paperwork | |

| | | |
|--|-----------------------------------|--|
| | Time, scheduling, and workload | |
|--|-----------------------------------|--|

(Bauwens & Hourcade, 1995, p.12)

These barriers can all be overcome if teachers continuously remind themselves that everyone has good intentions and that everyone is working towards the same goal- better student achievement.

ESL Instructional Components

In order to successfully move from being a pull-out ESL teacher to being an effective ESL co-teacher partnered with a content teacher, I need to shift my thinking from teaching language skills using content, to teaching content using language scaffolding. I have always used content to teach language, but the content was always secondary with language development as my primary focus. Like many other ESL teachers, my goal had been to develop language proficiency, usually, by using the content subject matter that students might study in the future or had missed at some point. If they learned the content, I was delighted, but saw this as a bonus, not a necessity. However, as a co-teacher in a content area, I have to change this thinking. Now, rather than focusing mainly on language, it becomes essential that my co-teacher and I plan in concert with

eyes that view content and language learning both as a top priority with the two of us developing an aptitude for planning around both goals.

On the other extreme, Echevarria & Graves (1998) mention the possibility of ESL instruction getting “lost” in teaching the content of a subject. It is therefore essential that co-teachers keep in mind their reminder that the overt teaching of academic English using ESL techniques is essential and co-teachers should not allow the language development that is critical for future success to get swallowed up by content goals.

To balance the language and the content, one needed to understand what the components are for offering effective sheltered content instruction to ELLs. However, to confuse the issue even further, Reyes & Molner (1991) report that our knowledge is limited in the area of how second language learners handle the literacy demands required by subject areas. So once again, although there has been much written, little is based on research.

Language and Objectives

In an attempt to avoid the issue of language instruction being engulfed by the content, Echevarria, et al. (2000) support the belief that lessons should contain both content objectives and language objectives. Language objectives should foster language development and be explicitly stated to the students just as content objectives should be. Language objectives do not always have to

focus on specific grammar points, but should vary over the entire spectrum of language development. Language objectives can include, but are not limited to: vocabulary development, reading skill practice, writing skill practice, verbalizing higher-order thinking skills like summarizing and comparing, language functions such as how to negotiate meaning, defend opinions, and request information, grammar/mechanical points such as capitalization or when to use 'a' versus 'an', and finally drawing student attention to patterns in language by teaching language structure such as suffixes and prefixes (Echevarria, et al., 2000). However, the question remains, what should a teacher use to guide these language objectives?

TESOL is an international professional organization of educators and teachers of English to speakers of other languages. The TESOL organization developed standards for just this purpose; to guide teachers in meeting the needs of their ELLs in ESL classes and content based classes. These standards were developed for several reasons. The three key reasons, as stated on the TESOL web site, are to:

- articulate the English language development needs of ESOL learners
- provide directions to educators on how to meet the needs of ESOL learners
- emphasize the central role of language in the attainment of other standards

(TESOL, 2004)

A complete copy of the TESOL standards for grades 4-8, the level I teach, as they appear on the TESOL web site can be found in Appendix A.

Minnesota English Language Proficiency Standards for English Language Learners K-12 also designed to guide ESL teachers and mainstream classroom teachers in their instruction, provide even more guidance with descriptors for four increasing levels of proficiency: beginning, intermediate, advanced, and transitional. Additionally, the Minnesota standards list benchmarks from Minnesota content standards that are related to these Language learning standards for beginning through transitional levels. The intent of these are to aid teachers in noting content area standards that correspond with language learning for each specified language level (Minnesota English Language Proficiency Standards for English Language Learners K-12). As a professional ESL teacher in Minnesota, one needs to use these standards as a compass in determining language objectives. Figure 2 is an overview of these standards.

Figure 2

| | Informal (social) context | Formal (academic) context |
|-----------|---|---|
| Listening | Standard 1.1: The student will understand spoken English to participate in informal (social) contexts. | Standard 1.2: The student will understand spoken English to participate in formal (academic) contexts. |
| Speaking | Standard 2.1: The student will | Standard 2.2: The student will |

| | | |
|---------|---|---|
| | produce spoken English appropriately to participate in informal (social) contexts. | produce spoken English appropriately to participate in formal (academic) contexts. |
| Reading | Standard 3.1: The student will understand written English to participate in informal (social) contexts. | Standard 3.2: The student will understand written English to participate in formal (academic) contexts. |
| Writing | Standard 4.1: The student will produce written English appropriately to participate in informal (social) contexts. | Standard 4.2: The student will produce written English appropriately to participate in formal (academic) contexts. |

(Minnesota English Language Proficiency Standards for English Language Learners K-12, p.8)

A list of all Minnesota English Language Proficiency Standards for English Language Learners grades 3-5th can be found in Appendix B.

Comprehensible Input

Krashen (1985) developed *The Input Hypothesis*. This theory claims that people learn language by being provided with input that is only *slightly* higher than the individuals current level. If input is too far above an individual's level, there can be no comprehension and therefore no learning. Providing comprehensible input has come to be rule number one when teaching ELLs.

Scarcella (1990) provides three essential guiding principals to keep in mind when thinking of comprehensible input and teaching ELLs:

- 1) Provide input at the appropriate level
- 2) Get students to use the input for purposeful communication
- 3) Provide enough input (p.76-77)

As an ESL teacher working in the content area, particularly in abstract subject areas such as social studies, the main responsibility must be to provide

comprehensible input. This may mean altering speech as needed, or incremental adjustment of tasks to increase in difficulty (Echevarria, et al., 2000). To ensure such comprehensible input requires detailed joint planning and collaboration of both co-teachers.

Along with comprehensible input, another key component in teaching ELLs is contextualizing. Content must be contextualized by the use of modeling, manipulative, realia, pictures, overhead projectors, demonstrations, multimedia, maps, bulletin boards, and graphic organizers (Echevarria & Graves, 1998). Effective lessons have context. Along a similar path is the need to connect content with student experiences or prior knowledge. Students need assistance to pull up the correct file in which to place this new information.

Echevarria, et al.(2000) claims that there are 20 items that make up the instructional components to provide effective instruction for language and content development. These critical general strategies in teaching ELLs include:

1. concepts explicitly linked to background experiences
2. links explicitly made between new and old information
3. key vocabulary emphasized
4. speech is appropriate to allow comprehensible input
5. clear explanation of academic tasks
6. use of a variety of teaching techniques
7. provides opportunities for student to use strategies
8. use of scaffolding
9. uses a variety of question types to promote higher-order thinking skills
10. opportunities for interaction and discussion
11. grouping configurations support language and content objectives
12. wait time for students' responses

13. opportunities for student to clarify key concepts in first language
14. provide hands on materials and manipulatives
15. activities to apply content and language knowledge
16. activities that integrate all areas of language
17. content objectives supported
18. language objectives supported
19. students engaged 90-100% of class
20. appropriate pacing for student level

(p.193-194)

Strategies for teaching ELLs

Reyes & Molner (1991) offer even more specific information. They present the use of eight specific strategies. In determining these strategies they used three characteristics to guide them in their selection: the integration of language and content instruction, the use of problem solving activities that provide higher order thinking skills, and assistance in processing content information. To be endorsed, the strategy has to meet as least one of the above criteria, be well researched, and be shown to work with second language learners. The strategies recommend by Reyes & Molner (1991) are as follows: semantic mapping, preReading Plan (PReP), experience-Text Relationship (ETR), guided Writing Procedure (GWP), connecting school writing with the community, Student Teams Achievement Divisions (STAD), Jigsaw, and Finding out/Descubrimiento.

The first three recommended strategies, semantic mapping, PreP, and ETR, fall under the category of background building. Semantic mapping is aimed at tapping into and building background knowledge. The strategy begins by free associating as a class on a topic. There is then discussion on the topic and students map, or organize, the information. After reading, students review and revise their maps. PReP or PreReading Plan begins by brainstorming on a topic. For example students are asked, "What do you think of when I say farm?" Then students elaborate on their original connections creating discussion. For example, students are asked, "Why did you think of sheep?" Finally, students, using what they have learned in the discussion talk about their new ideas on the topic. A teacher might ask, "Thinking about the talk we just had, what ideas do you have now about farms that you did not have earlier?" Experience-Text-Relationship Method (ETR) also begins by brainstorming on a topic. Then students do some reading, in small increments, and the teacher asks questions in an attempt to help them connect this new information to their old knowledge.

The fourth and fifth strategies, GWP and connecting school writing with the community, fall under the category of writing to learn. Guided Writing Procedure (GWP) again starts with brainstorming and discussion of a topic with an outline of categories as a result. Students then write briefly using the outline as a guide and a teacher provided checklist on content, mechanics, organization

and such. The teacher quickly reads this 1st draft and immediately write a 2nd draft. Next students read about and discuss the topic after which time they rewrite using the additional information they have learned for a final draft.

Connecting school writing with community resources is just what it implies. It requires gathering information of some kind from the community on a topic that is relevant to both the community and the students. Then the teacher models and guides a writing assignment based on the information they gathered.

The final three strategies, STAD, jigsaw, and Finding out, fall under the category of cooperative learning activities. STAD or Student Teams-Achievement Divisions. With this strategy, the teacher first presents new information. Next, teams are formed of four to five students to practice or tutor each other on the new material. Individuals are then quizzed, with team points awarded for improvement. Finally teams are rewarded for their performance. The jigsaw strategy also involved peer teaching. Students are divided into “expert groups” at which time they work either as a team or individually to read the material, but as a team to discuss and learn the information in the reading. Students from the “expert group” are then reassigned to a mixed group in which there is one expert from each of the “expert groups”. This individual is then responsible for teaching this mixed group, composed of students who read different material, about their subject. The final strategy recommended by Reyes

& Molner (1991) is Finding Out/Descubrimiento. In this strategy, Students are broken into groups and each group member is assigned a role such as facilitator, clean-up duty, recorder, checker and so forth. A content theme is chosen and activities are designed to provide hands on activities focused around higher-order thinking skills. The groups moves around these “centers”. Center activity cards explain what the activity or task is and are provided in two languages, English and Spanish (since the program was designed for native Spanish speakers learning English). Students are responsible for the assigned role and are assessed individually.

Cooperative Learning

Cooperative learning is another best practice/ recommended teaching strategy for ELLs. Working in groups with their peers provides ELLs with the opportunity to hear peer language models, practice vocabulary and grammar structure in context, negotiate meaning, and showcase talents. All of these learning opportunities occur while at the same time ELLs have the support and encouragement of their team members (Meyers, 1993). Furthermore, learning opportunities that provide hands-on activities and explicitly teach learning strategies should also be included in effective instruction for ELLs (Thomas & Collier, 2002).

To incorporate all of the above components may seem like a major feat. However, as stated earlier, while the above suggested instructional strategies are imperative for learning by ELLs, many are sound instructional practices for all students and should be incorporated as good basic teaching practice for all. They should not be seen as extra work but rather what is necessary to improve learning for all students.

Characteristics of Effective Co-teachers

As an ESL co-teacher, one must not only be an effective teacher of content and language to ELLs, but must also be an effective co-teacher. To do this, one must learn the qualities of an effective co-teacher.

Cook and Friend (1995) feel that there are several key characteristics that they see consistently connected to co-teachers that are successful. These characteristics include: a readiness and a commitment to co-teach, flexibility, good communication and interpersonal skills, and skills in problem solving, clinical judgement, and decision making. Williams (2003) would add “the willingness to share your territory” (p.2). An openness to change (Murata, 2002), and good humor are other key components. Bruneau-Balderrama (1997) claims that another key to success is a similar philosophy of education. Interestingly,

while co-teachers themselves agreed that similar philosophies (with a focus on beliefs) were necessary they felt that differences in style (with a focus on organization) were an asset to co-teaching teams (Nunan, 1992).

Teams also claim the necessity for trust, respect, flexibility, understanding, and support, all of which emerge as friendships develop (Schwartz, et al.). At the same time, they mention the importance of having time for reflection. While collaborating forces them to explicitly express ideas, objectives, and plans which actually helped them to reflect and evaluate themselves even more expertly. Reflection and evaluation both key components of improvement and growth as a teacher (Nunan, 1992). Teams also felt that strength of ego was important. One co-teacher states, "You have to have enough ego strength to say what you think, be willing to state what you feel, discuss it and not just give in right away. You have to be willing to compromise, try something new and see how it works." (Nunan, 1992, p.131).

Since co-teachers work so closely together, Bergen (1994) feels that team members should be introspective in order to understand their own interpersonal style which then allows them to accentuate the positive sides of this style of communication and abate the negative. At the same time, they must also be observant and thoughtful enough to be aware of the needs of their teammate(s).

Again, time is needed to reflect on these observations and introspective thoughts.

Components of Co-teaching

Schumm, Hughes, & Arguelles (2001) offer nine components of co-teaching that are most commonly suggested for success. First, is the ability to choose both participation and partners in co-teaching. Second, expectations must be clarified and discussed before beginning co-teaching. Third, all teaching partners must be both flexible and aware that co-teaching takes flexibility. Fourth, teachers must recognize each others' skills and contributions, and develop new skills to work together. Of particular importance are interpersonal skills. Fifth, although out of teacher control, administrative support that includes small class sizes with ideally no more than two mainstream teachers per specialist, and emotional support are necessary. Sixth, joint regular planning time that is considered "sacred" by all members. Seventh, again out of teacher control, teachers need training on co-teaching. Eighth, is role assignments and responsibilities need to be clear to all those involved. The final component is that routines and classroom management must be established before co-teaching begins. In addition to these components, there seems to be several stages to co-teaching. The three stages: before (including pre-planning and planning), during (including communication and co-teaching models), and after (including

reflection). All three of these stages should be re-examined throughout the course of a school year.

Before Teaching

Pre-planning. The first step in the process begins before setting foot in the classroom. This is perhaps one of the most essential stages and also the most difficult. This phase focuses on both on the relationship and the instructional aspects of co-teaching. In this planning stage co-teachers need to spend time discussing issues such as classroom management, classroom routines, teacher signals, behavior expectations of students and other important classroom norms. Figure 3 is a list of questions that can facilitate such a conversation.

Figure 3

| Questions for Creating a Collaborative Working Relationship in Co-Teaching | |
|---|--|
| Topic | Questions |
| Instructional beliefs | <ul style="list-style-type: none"> -What are our overriding philosophies about the roles of teachers and teaching, and students and learning? -How do our instructional beliefs affect our instructional practice? |
| Planning | <ul style="list-style-type: none"> -When do we have at least 30 minutes of shared planning time? -How do we divide our responsibilities for planning and teaching? -How much joint planning time do we need? -where will we meet to plan? -What lesson plan format will we use? |

| | |
|--------------------|---|
| Rationale | <ul style="list-style-type: none"> -What will be will we tell students about co-teaching and our roles? -What will we tell parents about providing service? |
| Parity signals | <ul style="list-style-type: none"> -How will we convey to students and others (for example, teachers, parents) that we are equals in the classroom? -How can we ensure a sense of parity during instruction? |
| Confidentiality | <ul style="list-style-type: none"> -What information about our teaching do we want to share with others? -Which information should not be shared? -Which information about students can be shared with others? -Which information should not be shared? |
| Noise | <ul style="list-style-type: none"> -What noise level are we comfortable with in the classroom? |
| Classroom routines | <ul style="list-style-type: none"> -What are the instructional routines for the classroom? -What are the organizational routines for the classroom? |
| Grading | <ul style="list-style-type: none"> -How will we grade? -Who will give grades? |
| Discipline | <ul style="list-style-type: none"> -What is acceptable and unacceptable student behavior? -Who is to intervene at what point in students' behavior? -What are the rewards and consequences used in the classroom? |
| Feedback | <ul style="list-style-type: none"> -What is the best way to give each other feedback? -How will you ensure that both positive and negative issues are raised? |
| Pet Peeves | <ul style="list-style-type: none"> -What aspects of teaching and classroom life do each of us feel strongly about? -How can we identify our pet peeves so as to avoid them? |
| Work habits | <ul style="list-style-type: none"> -when do you like to work before school, after school, lunch? -how do you like to work? (do you need plenty of notice about |

| | |
|-------|---|
| | <p>changes, detail oriented, spontaneous)</p> <p>-How do you look at things, big picture, details, sequential?</p> <p>-What kind of a thinker are you? (Do you like to brainstorm together on the spot or do you need time to think and come back with ideas at a later date?</p> |
| Space | <p>-What space if any is off limits?</p> <p>-Where are things kept in the room?</p> <p>-What kind of space is required for the pull-in teacher to keep materials? A desk? A bookshelf? A corner? A drawer? No space?</p> |

(Adapted from Cook & Friend, 1995, p.10 and Vaughn, et al., 1991)

This type of pre-planning session heads off potential problems and without such a session, teachers claim they have a much more challenging time becoming comfortable with the new arrangements (Dieker, 2001).

Planning. In co-teaching, a vital phase is planning the lesson. This phase deals more with the instructional aspects of co-teaching and focuses less on the relationship. Deay-Berridge (1996, cited in Dyck, Sundbye, & Pemberton, 1997) suggests that research shows co-teachers need not only plan together, but need to have a process in place to help them maximize their planning time as well as create quality lessons that reach all children. For example, agreeing on a lesson plan template that is then shared with everyone, creating “rules” such as each meeting will begin with five minutes of banter, but then the work begins, or deciding to begin each meeting with an evaluation of the past lesson. Such a

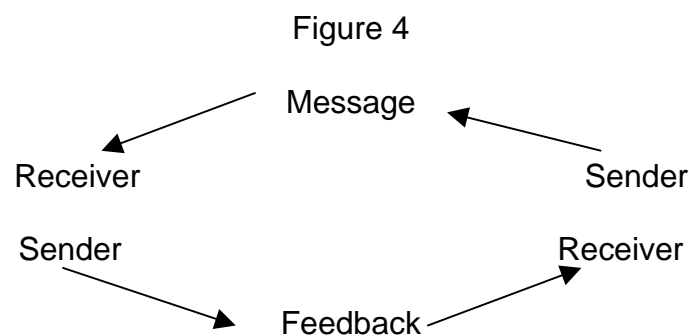
process maximizes limited planning time. Teachers must spend time to explicitly discuss each lesson.² The objectives and activities for the lesson need to be determined, the co-teaching model must be decided (the different co-teaching models will be discussed further in the chapter). Responsibilities should be divided up and roles clearly defined. Bergen (1994) reminds us how important this step is to make sure both team members are used productively during the lessons. A sample lesson plan template with all of these areas can be found in the Appendix C. Using this lesson plan template reminds teachers of all that needs to be discussed, but also provides the process needed. It is also suggested that each planning meeting include a final summing up of the meeting. This reminds team members of any action that needs to be taken as well as ensuring everyone leaves the planning session with the same information. While there is no research showing the amount of time teams should spend planning, it should be known that a *minimum* of 30 minutes each week is suggested (Bauwens & Hourcade, 1995; Welch & Sheridan, 1996 as cited in Welch, 2000). While Welch (2000) claims his study showed that co-teaching can be done successfully in as little as 30 minutes per week of planning time, many teams

² The amount of time spent on this stage of the process will vary according to the demands placed on the ELL teacher. An ELL teacher co-teaching and planning five lessons per week with one teacher will be able to afford to spend more time on this stage than an ELL teacher co-teaching and planning five lessons per week with each of three teachers. However, the goal is the same, to create a process in which quality lessons can be planned efficiently and maximize time.

spend much more time than that on planning. Schwartz, et al., looked at teams that planned together at least once a week (how long they spent is not specified), but also met daily to check in on each other and share information on a less formal basis. No matter how much time is spent on planning, it is a key time for teachers to access each others knowledge. It is a vital time for ESL teachers to help create lessons that incorporate the necessary instruction and strategies ELLs need for language acquisition as well as access to the content.

During Teaching

Communication. The second stage is during co-teaching. The focus of this phase is on the collaborative relationship aspect. Many say that communication is the foundation of effective co-teaching. Without good communication among team members, numerous problems can crop up. Unfortunately, good communication skills are not inherent, but must be learned and practiced. Pugach & Johnson (1995) show us in figure 4 that communication is a cycle.



They also tell us that communication happens only when the message is understood correctly by the receiver, not simply delivered by the sender. This means that listening is an important ingredient for communication.

Pugach & Johnson (1995) offer some listening skills that will help ensure the receiver's messages are understood. One skill is showing your co-workers that you are ready to listen and help by making time for them. Reflections is another skill where the receiver paraphrases and feeds back the important information to the sender. This improves the receiver's understanding as well as allowing the sender to learn if the message has been interpreted correctly and correct any errors. Garmston & Wellman (1999) also suggest that when paraphrasing, the word "I" should not be used as it takes the focus off the sender and puts it back on the receiver. They recommend beginning with phrases such as "You're suggesting..." or "So, what you're thinking...". Garmston & Wellman (1999) offer the figure 5 as an aide in learning the art of paraphrasing.

Figure 5

| Acknowledge/Clarify: | Summarize/Organize: a | Shift Conceptual Focus: |
|--|---|---|
| a brief statement in the listener's own words | statement that offers themes or containers | a statement that focuses on a higher logical level |
| <ul style="list-style-type: none"> You're concerned about . . . | <ul style="list-style-type: none"> You seem to have two goals here: one is | <ul style="list-style-type: none"> So a _____ here is _____. |

| | | |
|---|---|---|
| <ul style="list-style-type: none"> • You would like to see . . . • You're feeling bad about . . | <p>about _____ and the other is about _____</p> <ul style="list-style-type: none"> • We seem to be struggling with three themes: where to _____, how to _____, and who should _____. | <ul style="list-style-type: none"> -value -belief -goal -assumption -concept -intention |
|---|---|---|

(p.177)

Yet another skill offered by Pugach & Johnson (1995) is stating the implied. This is similar to reflection, but the receiver articulates the underlying message, not just the facts, as she understands them. Clarification is also essential. When a message is confusing, asking questions can improve the comprehension. This includes lack of attention. If a co-worker's attention wanders, s/he needs to admit it and seek clarification. Garmston & Wellman (1999) would add that clarification is needed for many of the generalities people use when speaking. For example, the general "they", who specifically is meant by "they"? Garmston & Wellman (1999) feel that it is important to clarify these kinds of words. Silence is another underused tool that helps indicate more information is needed and allows both parties to think. Silence can be used after questions to allow think time, after someone speaks to indicate more information is needed or to allow processing, and before answering a question (Pugach &

Johnson, 1995; Garmston & Wellman, 1999). A summarization is a great way to end a collaborative meeting. It allows all parties to review the key points and to check for clarity (Pugach & Johnson, 1995).

Additionally, Garmston, and Wellman (1999) suggest four more skills teams need to use for effective communication. One such skill is offering ideas. This skill includes not owning ideas. It is believed that people respond to the person offering the idea rather than the idea itself. Instead of saying something to the extent of "I have an idea", it would be better to introduce the idea as, "One ideas is..." or "Here is a thought..." (Garmston & Wellman, 1999). Another skill is being aware of how you and others respond both verbally and non-verbally. Being aware of others can help you facilitate your message by knowing when to back down, or realizing their communication style and mirroring it. Garmston & Wellman (1999) also suggest that one should always assume positive intentions by all, as well as finding a balance between advocating your own ideas and listening to others.

While the above skills are suggestions to facilitate effective communication there are many common practices that, while well intentioned, are actually detrimental to effective communication. It is recommended that co-teachers become aware of these and avoid using them (Pugach & Johnson 1995).

Giving advice tops the list of strategies to be avoided. Giving advice often implies that you have the correct answer (Pugach & Johnson 1995). However, there is never really one right answer in teaching, what works for one teacher does not always work for another. Along these same lines, giving false reassurances actually dismisses the problem which may result in a lack of willingness to share future problems (Pugach & Johnson, 1995). This goes hand in hand with dismissing the feelings of others. Going off on tangents and interruptions are two other factors that disrupt the conversation and the flow of information and comprehension (Pugach & Johnson, 1995.)

Trust. Trust is a huge component of effective teams. Team members must trust each other. This trust is what allows us to learn from each other (York-Barr, Sommers, Ghore, & Montie, 2001). York-Barr, Sommers, Ghore, & Montie (2001) offer several tips for growing trusting relationships:

- 1) be present
- 2) be open
- 3) listen without judgement and with empathy
- 4) seek understanding
- 5) view learning as mutual
- 6) honor the person
- 7) honor the process

(p.24-26)

In-class communication. In any co-teaching model, teachers should try to make eye contact throughout the lesson and have pre-arranged signals. This will

allow teachers to communicate about time, pacing, and transitioning even across the room. Such communication allows either teacher to give the next direction, move to the next activity, or change directions when something is not working (Benoit, 2001). Both teachers taking turns to initiate these activities is ideal as it disseminates the power among both co-teachers and sends the distinct message to students that these teachers are well prepared and are equal team members.

Co-teaching models. Unfortunately, there are many classrooms across the country that claim to be doing co-teaching because there are two teachers in the room (Friend & Cook, 2000). In these cases, the mainstream teacher is teaching exactly as they would if they were teaching by themselves. This is not effective co-teaching. To be effectively co-teaching, both teachers should be providing substantial instruction (Friend & Cook, 2000). Providing substantial instruction when co-teaching can have several different looks. In fact, there are seven different options for co-teaching. See Appendix D for a visual of these teaching variations. Each option has its benefits. It is recommended that to maximize effectiveness as a co-teaching team, a variety of these options should be used rather than relying heavily on any one option. (Vaughn, et al., 1997; Cook & Friend, 1996).

One teach, one assist is a model in which both teachers are in the room (Cook & Friend, 1995). One teacher presents the material or leads the whole

group while the other teacher walks around and assists students as needed or focuses on specific high need students. While this provides easier planning for teachers and allows some individual attention to the students, it also decreases the equality of the teachers and may leave the one assisting feeling like a teacher's aide rather than a teacher. To avoid this, Benoit (2001) provides us with some alternative ways in figure 6 to make the most effective use of both teachers in this model.

Figure 6

| Teacher A (leader) | Teacher B (supporter) |
|--|---|
| Explaining an activity (make eye contact with Teacher B, ask Teacher B if they have anything to add to the instructions) | Circulates amongst students keeping them 'on task', answers student queries. (Maintain eye contact with Teacher A while evaluating their instructions and thinking of something that may have been unclear or omitted that can be restated or added). |
| Giving students instructions. | Writes the instructions given by Teacher A on board for visual reinforcement, or, circulates amongst students to evaluate understanding of instructions. |
| Leading choral pronunciation while | Echoes Teacher A while circulating |

| | |
|--|--|
| circulating in the class | which gives students in all areas of the class a chance to 'hear' the teacher well. |
| Evaluating student presentations (while making note of grades, signal teacher B when you've completed your evaluation so they can cue the next students) | Administers the activity (calling students, ensuring that students are listening attentively). |
| Calls on a student to answer a question. | Notes which students responded for evaluation/participating grading. |

(p.4)

Similar to this is a model Vaugh, et al. (1997) dub "teaching on purpose". In this model one teacher takes the lead and teaches the whole group. While teacher A does this, teacher B targets individuals or pairs of students with anywhere from one to five minute mini-lessons or checks up on previous lessons. It is important to make sure to alternate teacher roles with this model.

Another model is station teaching (Cook & Friend, 1995). In this model teachers divide the class into smaller groups of two, three, or four groups. The teachers each take a segment of the material and teach that to the smaller groups. In this model, some groups may be working independently. Each teacher works with a group and teaches their part of the material. This may be a good model to use to ease teachers that are feeling uncomfortable about co-teaching into the idea of having two teachers in a room. It also decreases the

student teacher ratio and teacher equality is not an issue. However, with this model the noise level and activity level in the room will increase. Also, timing of lessons to maintain the rotation may be tricky.

Parallel teaching is another model (Cook & Friend, 1995). In this model the class is divided in half and the teachers teach the same material to their half of the class. This model requires a good deal of planning by the teachers and also increases the noise and activity level of the classroom. However, it too decreases the student teacher ratio and provides more opportunities for students to respond or participate in hands-on activities. An alternative to this is more of a jigsaw approach in which the class is split in half to cover the same material, but from a different perspective. Either way, Vaughn, et al. (1997) suggest both groups should come back together at the end to share and to have a lesson wrap-up.

Along similar lines is a re-teach model. In this model students are broken into two semi-equal groups according to their needs. One teacher re-teaches previously learned skills to those who are not ready to move on while the other teacher teaches alternative material or enrichment to those who are ready to move on (Vaughn, et al., 1997).

Alternative teaching is a model in which one teacher leads the whole

group while another takes a small group to work on a focus area (Cook & Friend, 1995). This group can be remedial, enrichment, interest related, or assessment oriented. This is a good way to meet more specific needs of students and makes good use of both teachers. However, it is much like a pull out group and could stigmatize children if done repeatedly for the same group. It is important to vary groups frequently, and make sure to include all students occasionally.

The final model of co-teaching is team teaching (Cook & Friend, 1995). This is when both teachers instruct all students at the same time. One teacher might talk while another writes on the board or they may role play or take turns leading discussion. This model requires high levels of planning and trust. This model allows equality of teachers and provides good role models of adults working together.

After Teaching

Evaluation and Reflection. The last and final step in the process of co-teaching is reflection and evaluation. Co-teaching allows teachers a luxury that solo teaching does not. It offers the opportunity to have others evaluate your teaching on a regular basis. A key ingredient for this benefit to take place is the reviewing of a lesson after it has taken place. Consistently doing this review provides a constant source of professional development (Bailey, Dale, & Squire,

1992). Of course, this demands respect and trust. However, the benefits to teachers can be enormous.

Nina Mosser (personal communication June 29, 2004) believes that co-teaching goals must be dynamic and for goals to be dynamic reflection is required. Thus it is crucial that time be invested in looking at the big picture of both the collaborative relationship and at the instruction. To work more effectively as a team, time must be devoted to assessing students, looking at student data, looking at state standards and evaluating how things are going. Are the strategies being used effective? Are we headed in the right direction? A meeting worksheet or some format that allows for a summary of the discussion, information on what action will be taken, and when will it be completed may facilitate such meetings. Not only does it summarize the meeting and make sure all team members are on the same page, but an additional benefit of such a worksheet allows teachers to easily communicate to administration how they are spending their time and the value of such meetings. This reflection step is as important as the other steps in the process. It should not be overlooked. The co-teaching system should have time built in for this reflection just as time should be built in for pre-planning.

Tips for co-teaching

Friend & Cook (2000) recommend getting in the habit of calling things “ours”, as in “*our* classroom”, “*our* students”, “*our* lesson plan”, and “we” as in “today *we* will be teaching...”. This, coupled with written communications home signed by a team rather than an individual conveys the message to all that you are a team of equals (Salend, Gordon, Lopez-Vona, 2002).

Often teachers rush-in or are forced to rush-in to a co-teaching situation (Davison, 1992). Avoid this predicament. Since there are no set steps to ensure successful co-teaching, there must be a certain amount of trial and error involved. However, the pre-planning stage discussed earlier is essential in eliminating many of the early stresses of co-teaching and is worth the time and effort to improve chances of success. A time for pre-planning built-in to the opening teacher week will go a long way to ease teachers into co-teaching each year.

Davison (1992) feels that the biggest mistake co-teachers make is that they do not take an active role in co-teaching. A passive co-teacher who makes no effort to help plan or facilitate the lesson and is only physically present during a lesson is completely ineffective. Co-teachers should not be afraid to experiment, states Davison (1992). If you are in a one teach one assist rut due

to lack of planning, and feel uncomfortable, experiment with other models, but don't be passive and accept an inferior role that helps no one.

Expecting too much is another trap many fall prey to. Especially in the beginning stages, expectations may be unclear. Teachers and administrators may expect too much too soon and forget that building trusting working relationships requires time. To avoid this, all parties should focus on small clear goals.

Another dilemma faced, particularly among the specialists, is forgetting your job (Davison, 1992). It is easy to fall into the idea that you are simply two teachers teaching a subject together. In reality, you are a specialist and a mainstream teacher co-teaching a subject. Each has a particular job. The job of an ESL teacher is to make sure the content is accessible to all ELLs as well as to provide language support and development. This is a daunting complex task that requires knowledge of second language learning pedagogy as well as negotiation skills and compromise.

As stated earlier, a 2001 study by Dieker found that co-teachers realized after the first year that some students continued to require other service delivery models in addition to co-teaching. Thus another tip is to continuously re-evaluate student needs and be prepared to make changes to meet those needs. Do not lock yourself into one particular model. Here again it is crucial that administrators

understand the need for built-in time for co-teachers to look at student data, evaluate, and discuss student needs.

As a co-teacher, do not assume anything especially as a novice team. Explicitly discuss everything that will happen in regards to the lesson (Benoit 2001). Also, remember that both teachers in a co-teaching situation should work with all students (Cook & Friend, 1996). Avoid “my student” “your student”. The benefits of co-teaching are in the teamwork. Nina Mosser (personal communication June 29, 2004) believes that since the ESL teacher is now spending more time in the mainstream, there is increased credibility with mainstream teacher and students. The ESL teacher can use that credibility to build bridges culturally and linguistically between ELLs and non ELLs on a daily basis.

Take time to discuss and evaluate how co-teaching is going (Cook & Friend, 1996). In fact, opportunities for such reflection should be built in so that three or four times a year time is set aside for all teams to reflect and evaluate their work thus far. Invite administrators to various meetings or document your discussions so that administrators can see how valuable your time together is as well as hear about some of the issues you face. Open discussion and evaluation of the team’s work is essential for improvement. On a grander scale, remember to leave evidence behind of your success or failures (Davison, 1992). Nina

Mosser (personal communication June 29, 2004) reminds us that it is equally important to set up structures that facilitate the sustainability of the program. A collaborative program should not be dependent on the current staff to implement. It should be sustainable on its own. However, for that to happen, those that go before must put in place systems that facilitate the program. Others are and will follow the same steps and go through the same process. If we pool our knowledge and help each other by documenting and talking about our successes and failures and putting structures in place we will all be helped in the end.

Relationship building takes time. Since half the success of co-teaching lies with the collaborative relationship- the other half being instruction- it is crucial that administration and staff commit to the time it will take to build successful working relationships. That requires consistency of staff and teaching partners. It is important that administrators do what they can to support team consistency from year to year with minimal disruption or switching of teams.

As this chapter indicates, there are a great many skills involved in ESL co-teaching. It is a process. One will be overwhelmed if attempting to implement everything at once. However, success can be achieved if taken step by step. It is also important to remember that the key to co-teaching is in relationship building. It takes time to build trusting working relationships that allow teachers a safe environment for the trial and error that is required for co-teaching.

In the following chapter, the methodology of this research is discussed. The type of research and why it was chosen will be presented along with an overview of the setting for the research project. The type of data that will be collected and how it is to be collected will also be provided.

CHAPTER THREE: METHODS

Current emphasis on content-based instruction in English language teaching, recent studies showing the weakness of pull-out programs, the increasing numbers of ELLs, and issues of space have all contributed towards the current trend of delivering ESL service through a collaboration model. These trends are requiring ESL teachers to move from the traditional pull-out model to a model of collaboration which includes co-teaching.

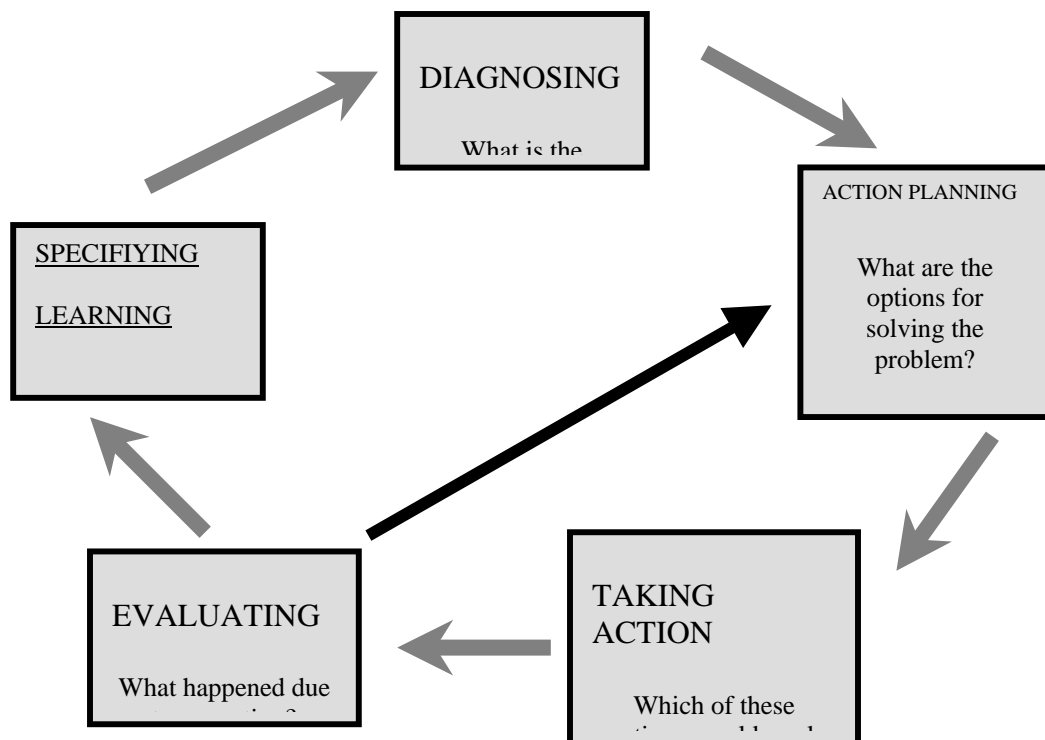
The ELL collaboration model is relatively new. It comes with minimal research in its path and limited training to guide teachers on how to effectively implement this type of model. In particular, the co-teaching aspect of collaboration have not been examined in-depth. There is no formula, and each school is left to assess its own student needs and design its own vision of ESL co-teaching.

However, there are strategies and modifications that English Language Learners (ELLs) need, not only to continue to develop language but also to access content in the mainstream classroom. There are also guidelines for successful co-teaching based on Special Education inclusion models. I want to examine these strategies and characteristics to understand how I, an ESL teacher, can co-teach effectively with a mainstream teacher and continue to

provide quality English language instruction. What skills do I need to begin to develop to be a competent partner in a co-teaching situation? Can I bring the skills I have gained as an autonomous pull-out ESL teacher and what the literature says about ELLs learning content material and successfully merge them with what the literature says are the qualities of an effective co-teaching team to become a more effective ESL inclusion teacher?

In an attempt to answer these questions, I will be doing an action research project. Figure 7 is a diagram of the basic process for action research projects as set forth by Susman (1983).

Figure 7



Action research requires that the researcher examine the situation, identify the problem, and make a plan of action to improve the situation. The researcher must then implement that plan and observe the effects of that plan. The next phase is to reflect on the course of action taken and the effect it had and evaluate both. Action research is cyclical and can continue right back to the beginning by using the information gathered and forming a new plan, acting and reflecting over and over again as needed. Surprisingly, the cycle of action research corresponds quite nicely to co-teaching. Along the path of learning how to co-teach, co-teachers will come across many problem. Some of those barriers were discussed in chapter two. To overcome these problems, co-teachers need a structure that facilitates the solution to these problems. Since the action research process fits so nicely with what co-teachers need to do, I have created a problem solving worksheet based on the action research process that can facilitate the process of problem solving. This worksheet can be found in Appendix E.

Kennis and McTaggart (1988, p. 22) describe action research as “an approach to improving education by changing it and learning from the consequences of change” . According to this definition, this methodology is a perfect fit for my study. My ultimate goal is to continuously improve the education of our ELLs. Also, as an ELL professional asked to try a new method

of delivering service, I am being thrown into a new situation in which I must learn from the consequences of change. However, action research will allow me to make conscious choices and decisions about this new teaching experience and guide me as I proceed. Action research is a way of experimenting with new ideas as a way to improve my teaching (Kennis & McTaggart, 1988).

By nature, co-teaching is also a process (Mosser, 2004) which mirrors the cyclical nature of action research. As chapter two explained, the continuous evaluation and re-evaluation of lessons and co-teaching in general is considered an essential link in the chain for effective co-teaching, much the same way as re-evaluation is the key to action research. It too allows and supports experimentation with new teaching methods, thus it seems my topic nestles neatly with the type of research I will do.

According to Kennis & McTaggart (1988), action research also allows the researcher to make immediate improvements to their teaching. This too is precisely what is required as the education of my present students is just as important as the education of any future students. My present students deserve an immediate improvement of my practice.

Setting and Student Population

The context for this study is a K-6 elementary school in a first ring suburban school district. The school's ELL population doubled in one year, rising from roughly 100 students to 240 students. Previously, a traditional pull-out model was being used to service ELLs. However, as the school's ELL population doubled so quickly it was decided in the fall of 2003 to move to a model of collaboration which included co-teaching.

I am currently assigned to fifth grade. There are two classrooms. Classroom A has 23 students, 11 of which have ELL status in our district.² Classroom B has 25 students, 14 of which are ELL designated in our district. These 25 students make up 52% of the fifth grade class. The Minnesota Student Oral Language Observation Matrix (MN-SOLOM) scores of these ELLs range from six to 28, which indicates that we have language learners from all ability levels ranging from newcomers with minimal English language skills to advanced English language learners. The ELLs are from a cornucopia of language backgrounds including Spanish, Vietnamese, Hmong, Liberian English, Grebo, and others. The mainstream students also represent this multicultural background including European American, Asian American, Mexican American, and Afro American heritages.

² Students qualify for ESL service in our district if they score a four or less on the LAS (Language Assessment Scales).

The fifth grade team of two classroom teachers and I decided to departmentalize for social studies and science. Since social studies tends to be more abstract and difficult for ELLs to access, it was determined that I would co-teach with one of the classroom teachers for social studies. Classroom A will have a co-taught social studies lesson every other day and Classroom B will have a co-taught social studies lesson on opposite days taught by the same teaching team.

Data Collection

I will be using multiple methods to collect data. I will be keeping a daily journal of my attitudes, thoughts, ideas and opinions about all co-taught lessons using a self created template with a scale adapted from Wallace (1998).

Reflections will be made on what worked well, what did not work, ideas for next time, how I felt during the lesson, what could have been done differently, what were my frustrations, what I had learned, what questions I had, as well as a scale for evaluating the facilitation of language goals and the overall effectiveness of the lesson for ELLs. Appendix I will be the template used for these consistent journal entries. The journal will be analyzed at a later date to find any common threads throughout the journal and will be used to make suggestions for changes or improvements that may be needed. This, as reflected in the literature, is an important connection to the reflective piece that is essential to co-teaching.

I will keep a schedule of interactions with my co-teacher to monitor the amount of time spent communicating about the day to day workings of a classroom. I will also monitor separately the amount of time spent on lesson planning all co-taught lessons. Appendix F is a self created template of the form I will be using. This information will be synthesized to look at the average length and number of communications. This information will then be examined to see whether the amount of time spent lesson planning and/or the amount of time spent communicating correlates with our opinions of the quality of lessons or with particular attitudes or feelings about how I felt during the lesson or frustrations.

I will be keeping a portfolio of all lesson plans and email communications involving co-teaching. The email communications can then be compiled to be included in the communication factor from above. These will also help me to analyze the kind of communication that is occurring and correlate those communications with attitudes and lesson quality. A lesson plan template, adapted from Vaughn, Shay, Schumm, & Argyles (1991), specifically for co-taught lessons will be used. See Appendix C for a copy of this template. By using this template it is my hope to force conversations in areas that the literature shows need to be explicitly discussed, areas such as language objectives, role and responsibility designation, and reflection after the lesson has occurred. It will also force us to make conscious decisions about language objectives which

the literature also tells us is essential to support ELLs language development and content learning. These can be analyzed separately for the key components of good co-teaching lesson planning and good ESL lesson planning.

I will also use a checklist of activities, communication skills and affective factors that make up the key components of effective co-teaching combined with the components of effective ELL content teaching. This checklist was created by including the components that were discussed throughout the literature review. See Appendix G for a copy of this template. On a weekly basis my co-teacher and I will both run through the checklist independently. This checklist can then be used to correlate particular successes or failures to see which components were lacking, which ones were strong, which can potentially explain why lessons succeeded or failed. Additionally, it will also be a way for us as co-teachers to think ahead about the characteristics and instructional strategies that are needed and that we should be including for a successful team and successful learning by our ELLs as well as all other students. This checklist and lesson plan will allow me to evaluate the following questions: Are ESL strategies being used? Which ones? Are different co-teaching models being implemented? Which ones?

It is my hope that with these data collection methods I will be able to evaluate my co-teaching skills and consciously implement essential components that will result in the immediate improvement of my teaching.

In chapter four the results of this research are provided. There will be an analysis of the amount of time involved in co-teaching and how that time was spent along with the analysis of the checklist which will provide a viewpoint on the co-teaching process, and its elements. The lesson plans that were created will be broken down and analyzed for trends, it's perceived effectiveness for providing language development , and known effective co-teaching components. Finally, the results of the journal will be analyzed.

CHAPTER FOUR: RESULTS

Introduction

The intent of this research project was to learn how to become an effective co-teaching ESL teacher. In order to achieve this goal, I needed to learn what skills were required for both the interpersonal aspects of co-teaching and the instructional aspects of co-teaching. Only by comparing what the literature suggests is necessary with what we were actually doing, could I learn more about what skills need to be developed to become a more effective ESL co-teacher and which skills were already in consistent use. With the knowledge that our fifth grade team created a plan that meant on average my social studies co-teacher and I only had to create two lessons a week with an occasional third and had the opportunity to repeat the same lesson twice, results are presented for time analysis, the component checklist, co-taught lesson plans and journal entries.

Time Analysis

The literature supports that effective co-teaching involves a minimum of 30 minutes each week be spent on planning time together (although no research has yet been done to provide guidelines for the amount of time needed for planning) as well as having some quick communication each day in addition to

the time that should be spent on non-work related topics to build the relationship. To answer the research question, how can I move from being a pull-out ESL teacher to becoming an effective co-teaching ESL teacher, I needed to learn where our time was being spent. Were we following the recommendations or was improvement needed?

On a daily basis, I kept track of interactions with my co-teacher. The first interaction I monitored was the amount of time spent communicating about the day to day workings of a classroom. The results showed that we made some quick five minute communications nearly every day we worked together. On average, we spent 20 minutes each week communicating about last minute preparations, changes, or materials. There were four of 34 days in which this communication was omitted and two of 34 days in which this communication was extended to ten minutes in duration. This is consistent with the literature which recommends that co-teachers check with each other on a daily basis to discuss last minute problems, changes, or questions. What was nice about this event was that it was almost always initiated by my co-teacher and occurred in my office area. Typically, most meetings would take place in my co-teachers classroom. By having my co-teacher make the effort to come to my office each day and ask if everything was a go for the day, I felt like a welcome and needed member of the team.

I also monitored the amount of time spent co-planning lessons that would be co-taught. Over the course of eight weeks, we spent 280 minutes planning as a co-teaching team. (This did not include the 30 minutes a week that the entire fifth grade team spent together each week planning.) This averages out to 35 minutes each week spent on planning co-taught lessons. The amount of time spent each week ranged from 75 minutes in week one to no time in week eight. The amount of time spent was dependent on how much of an idea of what we would be teaching we had before we entered the planning session. For example, in week one, we were beginning a new unit, while in week eight we were finishing a two week long project that had already been planned sufficiently the week before. In week five, we spent 60 minutes planning. This was also a week in which we had finished learning about the colonization of the United States and were unsure how we wanted to proceed for the final three weeks of school. It appears from this data that there is no correlation between the amount of time spent on lesson planning and the quality of the lessons as we evaluated them. However, it is important to keep in mind two things. One, our administration had scheduled the day so that all of fifth grade could have the same preparation time. This allowed us to have the common planning time built into the day instead of forcing us to create our own time. Two, we only had to plan for two or three lessons each week. Even with only planning two or three lessons a week, my

journal (discussed later) shows that I felt on many occasions that we could have, and should have, spent more time planning together than we did. Taking those two factors into consideration, one wonders if I had been required to co-teach lessons with numerous people, where I would have found the time if we did not have a common prep time and if I would have had any prep time to myself to prepare my own lessons for pull-out groups and do all the things teachers have to do during their prep time.

In addition, I documented the amount of time I spent independently preparing for these same co-taught lessons. A total of 105 minutes over eight weeks was spent. This averages out to 13 minutes each week, roughly one third (37.5%) of the amount of time that was spent together as a team. This then actually increases the amount of time spent planning two or three lessons a week to an average of 48 minutes per week. That may not initially seem like a lot of time. However, when one considers the fact that this covers planning for only 45 minutes of a six and half hour day and only covered two or three lessons, and that there are several other lessons each day that a teacher needs to plan, it becomes a large chunk of time.

Email communications were also monitored. Surprisingly, there were no email communications that pertained to our co-teaching situation. There are several possible explanations for this. One potential explanation is the actual

space we worked in. Our school building is small and the location of our desks were down the same hallway , perhaps 100 meters apart. This physical closeness allowed us to easily and quickly walk to each others space to communicate directly. Another possible answer is scheduling. Scheduling was done in such a way that both my co-teacher and I were assigned the same 30 minute preparation time and the same 30 minute lunch break. Therefore, we had a fair amount of time in which to communicate with each other directly. Another possibility is the style of communication. Some individuals and some school cultures simply prefer to communicate in person rather than by email.

Non-work related time spent together was also monitored. This time was most often spent during lunch time. 540 minutes over eight weeks were spent relationship building with an average of 67.5 minutes spent each week. There may be some correlation with the amount of time spent together relationship building and the percentage of items I checked on the co-teaching component 'Affective' checklist. In week three, I had marked zero percent of the affective checklist. In this same week we only spent 30 minutes all week on non-work related time together. In week five, we spent no time together and I checked only 50% on the affective checklist. While in weeks one, two, and seven we spent 90 minutes or more together on non-work related relationship building and each of these weeks, I checked my affective checklist with 75%. My co-teacher's

checklist was checked 100% each week thus this correlation could not be corroborated. Again, our administration designed the schedule to make it possible for us to have the same lunch time. This was invaluable. It allowed us the time within the school day to in a non-formal way to build our working relationship. Additionally, there were times when we used that lunch time to discuss students, problems, or last minute ideas.

Time spent on follow up was another area monitored. 105 minutes were spent in this way over eight weeks. This too reflects an essential component of co-teaching: making the time to evaluate lessons in order to improve our teaching.

Figure 8 reflects the amount of time spent in each area during each week.

Figure 8: Time Data Collection Table

| Week # | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Total | Weekly average |
|--|-----|----|----|----|----|----|----|----|-------|----------------|
| Time spent lesson planning with co-teacher | 75 | 30 | 45 | 10 | 60 | 30 | 30 | | 280 | 35 |
| Time spent independently prepping for this lesson | 30 | 25 | 10 | 10 | | 15 | 10 | 5 | 105 | 13 |
| Time spent communicating about prep/materials for this lesson | 25 | 30 | 20 | 25 | 5 | 15 | 20 | 20 | 160 | 20 |
| # of email communications | | | 1 | | | 1 | | | 2 | .25 |
| Non-work related time spent together (lunch, talking, relationship building) | 120 | 90 | 30 | 80 | | 70 | 90 | 60 | 540 | 67.5 |

| | | | | | | | | | | |
|---|----|----|--|--|--|----|----|----|-----|----|
| Time spent on follow up- such a evaluating how lessons went | 15 | 20 | | | | 20 | 20 | 30 | 105 | 13 |
|---|----|----|--|--|--|----|----|----|-----|----|

Checklist

In an attempt to combine the key components of effective co-teaching with the components of effective ELL content teaching, a checklist was created. This checklist would help me learn what skills we were consistently using and which needed to be further developed for us to be both competent partners in a co-teaching situation and to effectively develop language skills in our ELLs.

On a weekly basis my co-teacher and I independently looked through the checklist and checked those components that we thought had been included in that week's teaching. In analyzing the data, I found that my co-teacher had checked 100% of the items on the checklist every week. There are several conceivable explanations for this. Perhaps it was a good sign that my co-teacher felt that all the major elements of effective ELL co-teaching were present. It is equally likely that because he was a new teacher, he may have felt insecure or perhaps he did not want to hurt my feelings by telling the whole truth. It is also possible that because I had ownership of the study I placed more importance on

it, and thus examined things more critically. Regardless, his checklist was in contrast to my checklist which varied from week to week.

There was one area of data that was comparable, 'Input was comprehensible for all, most, some, none'. 57% of the time we were in agreement about the comprehensibility level. 28% of the time I actually ranked the comprehensibility level slightly higher than my co-teacher- I thought it was comprehensible by all, and my co-teacher thought it was comprehensible for most. This was interesting. Was it because I had spent more time with the newcomers and was therefore more aware of their comprehension level? Or did my co-teacher have a more critical eye on comprehension during these lessons?

There was only one week in which we appeared in total disagreement. In week five, my co-teacher ranked it as comprehensible for 'all' while I ranked it as comprehensible for 'some'. This shows that the majority of the time we were in agreement about the level of comprehensible input. This is excellent. It means that even if I were not around, I could trust my co-teacher's evaluation of the comprehensibility level of the lesson. This is the first step in making modifications for students. One must first see how much or how little students are understanding. Once there is an awareness of the needs one can begin altering the teaching to capture more moments of higher understanding.

In regards to the co-teaching 'activity' components, it appears on average that I felt that we were including the majority of the co-teaching components most of the time. There was only one week, week four, in which I checked less than 80%. Every other week I was checking 80% or more. This was in direct contrast to the 'communication' area. In this area the highest number checked was 69% with the lowest at 46%. The least checked item was "I use paraphrasing in meetings" followed by "I address problems between us immediately", and "I address problems between us directly". However, this corresponds to the fact that I have never viewed myself as a good communicator and I tend to avoid conflict. However, we were also fortunate in that we never came across any major problems- only minor style and opinion differences. I know it is a weakness of mine that needs to be improved for co-teaching purposes. A possible way to avoid such communication dilemmas is to focus on the instruction verses the person delivering the instruction. It is easier to discuss the instructional objectives and whether those objectives are being met than to discuss the performance of either teacher.

The 'affective' checklist varied from 75% to 0%. In this checklist, the least checked area was "I am learning as a result of our roles and responsibilities" with the second lowest being "I feel like an equal in the classroom". I am not sure why I did not check "I am learning as a result of our roles and responsibilities"

more frequently. I do feel that my expectations going into the new model were quite high- perhaps too high. Also, when evaluating “I am learning...” I was thinking of teaching strategies or techniques versus other areas that I might have learned from, such as communication skills or relationship building. As we know, relationship building take times. The ability to check all items on the affective checklist will take time and require building trust.

Perhaps the most disappointing, yet the least surprising is the ESL component checklist. The highest checks were 75% of the items. Three weeks were in the 60% area two in the 50% area and one falling to 44% of the items checked. While this is disappointing, it is quite unremarkable. Co-teaching is a difficult process that requires a different way of thinking for ESL teachers. It is a continual struggle to find our footing in this new territory. Throughout this research project, I have struggled to find a balance between teaching ESL and teaching content. As the literature reflected earlier, it is not unusual for ESL teachers to get lost in the content (Echevarria & Graves, 1998). I constantly felt the tug of feeling like I was not doing my job as an ESL teacher, but also feeling not quite sure how to fix it. I felt that the lessons were quite accessible to ELLs and that most of them facilitated language use, but I did not feel that I was teaching language. There were three items that were regularly neglected. Item one was “Objectives are explicitly stated to students”, item two “learning

strategies are explicitly taught”, and the final was “lessons are thematic when possible”. The first two items are items that need to be in place and that we simply neglected to do. However, the final item I found difficult to include. Our individual social studies lessons were thematic, but they were not thematic within the course of the school day nor did they tie in with other curricular areas. On the positive side, there was only one week, week four, in which I did not feel that the input was comprehensible for all or most of the students, including our newcomers. It is possible, that I was particularly critical of the ESL components. I was looking at it through the eyes of an ESL teacher who was accustomed to pull-out in which the sole focus was language. Perhaps I was not accustomed to compromise nor the need to share the spotlight with a content objective.

Interestingly enough, it appears that week four was a weak point in ESL components and co-teaching components. This was also the week in which we spent the least amount of time planning. While my evaluations of the lessons did not seem to correlate with the amount of time spent planning, it did appear to correlate with the ESL component checklist. When I checked less than 60% of the items on the ESL component checklist the evaluation I gave of the class went down, but when I checked over 60% of the items on the ESL component checklist the final evaluation of the lessons were higher. This seems to validate

the fact that student data should inform the direction of the instruction. Figure 9 is the data collected from my checklist separated by week.

Figure 9

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
|--------------------------|--------|--------|--------|--------|--------|--------|--------|
| ESL components | 50% | 63% | 69% | 44% | 50% | 69% | 75% |
| Co-teaching components | 80% | 80% | 93% | 73% | 87% | 93% | 93% |
| Communication | 62% | 62% | 69% | 54% | 54% | 46% | 62% |
| Affective | 75% | 75% | 0% | 50% | 50% | 75% | 75% |
| Post-teaching components | 100% | 75% | 75% | 50% | 75% | 75% | 75% |

In relation to the research question, what skills do I need to develop to be a competent partner in a co-teaching situation? The data seems to support the idea that areas such as 'co-teaching components' seem to be fairly consistently practiced. However, the 'communication' and the 'ESL components' are areas that definitely need to be developed.

Lesson Plan

The literature supports the notion of having a language and a content objective for all co-taught lessons, use different types of co-teaching arrangements, clearly assigning roles to the individual teacher ahead of time, and time to evaluate lessons after they occur. By collecting data from the lesson plan template I could learn if we were consistently implementing these key

elements in our lesson plans, thus hopefully becoming more effective co-teachers.

The lesson plan template reflects the different types of co-teaching arrangements that we tried. We used One teach one drift (one teacher provides the main instruction the other teacher drifts and assists students as needed), Teaching on purpose (one teacher provides the main instruction the other teacher targets specific students and does mini-lessons or quick reviews), parallel teaching (class is divided in half, each teacher teaches the same material to their half of the class), and team teaching (both teachers instruct all students at the same time). The most common form of co-teaching we used was team teaching. However, this was most frequently and easily used when the lesson was centered around a cooperative learning activity. The second most common was one teach one drift.

Each lesson did have both a content objective and a language objective. This is what the literature recommends. However, while the content objective was always met, I do not feel the same emphasis was placed on the language objective. There may be several possible responses to this issue. First, as an ESL teacher I must learn to implement better language objectives and make sure those objectives are being met. Second, as new co-teachers, we need continued work to develop expertise in planning and implementing *both* content

and language objectives. Third, is the possibility that perhaps I was focussing too hard on the relationship aspect and not hard enough on the instructional aspect. Fourth, Nina Mosser (personal communication June 24, 2004) states that there is not always a good match between language objectives and the content we use to teach it. Fifth, there is a direct conflict in the way some content is taught and the way ESL is taught. ESL is taught in a spiral. That is, language topics are not taught to mastery the first time they are introduced. They need to be reinforced in order for students to acquire them. The topic is introduced and then the same topic is brought up again and again to varying degrees of difficulty. In direct contrast to this, many content subjects are taught to mastery. This means the ESL teacher and the mainstream teacher may have very different views of the objectives. An ESL teacher may wonder why Columbus was discussed only once while the mainstream teacher may wonder why the past tense is being emphasized for the third time. Thus again, joint planning and discussion by teachers is essential to provide the spiral that language development needs and the mastery that content requires. Sixth, many mainstream teachers are unaware of the language structures and needs that the students have. It may be a good idea to develop a menu of language functions, structures, and grammatical areas to help give the mainstream teachers a better idea of how much is involved in language learning as well as to

help develop language objectives. Seventh, curriculum mapping offers perhaps the best solution. If language objectives could be built into the curriculum mapping content objectives, there may be fewer problems. By mapping the language objectives in with the content curriculum there is automatic legitimization. Teachers are now accountable for language as well as content objectives, and it is no longer an “extra”. Likewise, objectives are now more consistent not only within the grades but across grades. The whole idea of inclusion becomes much more sustainable and no longer depends solely on the individuals participating in the co-teaching.

The part of the lesson plan template that I found most useful was the section that assigned roles. In addition to having language and content objectives for each lesson, we also assigned roles, divided up the work load and agreed on how we would evaluate student learning, all of which are recommended by the literature. Before using the template we had not overtly discussed what role who would play or who would be in charge of getting which materials. I found that by assigning these roles my comfort level in the classroom increased dramatically.

The final aspect of the lesson plan was the evaluation of the lesson after teaching it. We gave each lesson two evaluations. The first was to evaluate the lesson on facilitating language goals ranking it from 1 to 5, five being ineffective and one being excellent. The second evaluation was for the overall effectiveness of the lesson. This was ranked on a scale from A to E, E being ineffective and A being excellent. The results fell as seen in figure 10.

Figure 10

| Lesson date | My co-teacher's evaluation | My evaluation |
|--------------------|-----------------------------------|----------------------|
| 4/12 & 13 | 1B | 3C |
| 4/14 & 15 | 1B | 2A |
| 4/19 & 20 | 2A | 1A |
| 4/22 & 26 | 1A | 1A |
| 4/27 & 4/28 | 1B | 3B |
| 5/3 & 5/4 | 1A | 3C |
| 5/5 & 5/6 | 1A | 1A |
| 4/29 & 5/7 | 1A | 2A |
| 5/17 & 5/18 | 2B | 2B |
| 5/19 & 5/20 | 2B | 3C |
| 5/24-5/27 | 1A | 1B |
| 6/1-6/4 | 1A | 1A |

These results show that we both had very different opinions about how well the lessons facilitated our language goals. We were in agreement only 42% of the time. When we disagreed, it was most often my co-teacher who gave the lessons a higher score. This does not surprise me since as an ESL teacher I

most likely have higher standards and expectations about language learning than a mainstream teacher. I also believe that I was looking with a more critical eye at the language learning since that is my area of expertise.

In regards to the overall effectiveness of the lesson, we were in better agreement although we were still not in total harmony. We rated the overall effectiveness of the lesson 58% of the time. In general, our ratings were not that far from each other except perhaps on lesson 5/3 & 5/4 in which my co-teacher was at the top of both scales and I was in the middle on both scales. The differences here can possibly be explained by our differing expectations. The overall effectiveness of the lessons were based on accessibility and participation of students. As a veteran ESL teacher I am quite alert to the capabilities of my ESL students and have expectations that correspond. I have high expectation and expect that all ESL students, including newcomers, will participate to some extent. However, mainstream teachers who are unfamiliar with newcomers or capabilities of some ESL students may not have the same expectations. Thus I may have given lower ratings because we had different expectations.

As for the research question, can I successfully bring the skills I have gained as an autonomous pull-out ESL teacher and merge them with a mainstream teacher to continue to provide our ELLs with an effective content centered class that also teaches them the language skills they need to be

successful in an English speaking education system and country, I believe the data says yes. While the answer may be yes I can merge these skills, it will take time. As this research shows even though I believe we had a language objective for each lesson, it does not mean that we met nor were always even working towards that objective. I believe the data from the checklist, lesson plan, and the journal (see analysis below) also supports the notion that while I can use the skills I have gained as a pull-out teacher, the end result will look differently than if I were teaching in a pull-out situation. As I have learned, co-teaching is filled with compromises. The language objective may not always be as overt as it is in a pull-out class, nor may it be taken as seriously by mainstream teachers as it would be by a knowledgeable ESL teacher.

Journal

I kept a journal of all lessons that we co-taught together and some of our planning sessions. While I learned a lot in this process, I have not found as much correlation between the journal and the other data collected as I had originally thought I would. The journal does show that there were a lot of daily frustrations. Much of my frustration stemmed from not feeling like an equal in the classroom. However, there were many mitigating factors this year. First, I entered this school late, the last day of October, and almost immediately began co-teaching. We had no time, nor realized the importance of getting to know

each other, discussing classroom rules, or establishing roles. I feel that I chose an inferior role because I did not want to step on anyone's toes. This was a new process for all of us, but this was also my co-teacher's first year of teaching.

There are several items that good co-teaching recommends that would help solve this problem. First, having built-in pre-planning time that forces the discussion of potential problem areas before they occur and a structure for handling them. Second, built-in reflection time that requires discussions of where the team has been and where the team would like to go. The feeling of inequality is definitely a problem that I believe can be overcome with structures in place (such as pre-planning and reflection time) and experience as co-teachers.

Additionally, there seemed to be quite a bit of frustration around the differences in lesson planning. Part of the dilemma is that personality wise, I am a big picture individual. In lesson planning, that means that I am very much objective oriented. I need to know what the goal is before I can start working towards it. However, my co-teacher seemed to work the other way around. My co-teacher seemed to prefer to get an idea for an activity and then decide where that activity should lead. Fortunately, these were minor issues in the big scheme of educational philosophies about teaching and learning. It has become quite evident to me that large scale differences could cause a complete breakdown in communication and failure of co-teaching. This also is an area that would be

helped by curriculum mapping. With the language objectives already connected to the content, there is less dependence on the individual's style of lesson planning.

Another key factor noted in my journal entries is the lack of feeling like a team. Even though we were co-teaching, there were many times in which I felt as though we were simply two teachers working in the same room. There were many activities that, after-the-fact, I felt we should have done together. However, at the time, I'm not sure we could have afforded the amount of time it would have meant. Perhaps next year, since we will already know each other and have established a relationship we will need to devote less time to relationship and trust building and we will be able to spend more time together planning.

Some lessons and weeks were better than others. However, rather than correlating to the amount of planning time we had together or how much time we spent on non-work related communication, much of how it went depended on my emotional state and personality. Some lessons I was more sensitive than others and some days I just needed more time to myself without my co-teacher. Some days I loved having two teachers in the same room and team teaching and other days I loved having my independence and parallel teaching.

The data from the journal shows that co-teaching is a process that cannot be rushed. In beginning this research, I asked, how can I move from being a

pull-out ESL teacher to becoming an effective co-teaching ESL teacher. The answer is simple, slowly and with much trial and error. I had hoped in the beginning of this process that I would learn the secret of co-teaching. There must be some specific steps I can follow to be successful. I know now that each individual must follow her own path to becoming a successful co-teacher because so much hinges on the relationship one builds with co-teachers.

Conclusion

It appears from my journal that there were numerous frustrations, and there were. However, overall I felt that this was a beneficial experiment that has great potential. I felt more comfortable and welcome in the classroom as each day passed. The more time we spent getting to know each other the more comfortable I felt entering the classroom. I understand now why it is called a process. There were many times throughout the data gathering period in which I welcomed co-teaching as allowing certain activities and meeting student needs that could never have happened without two teachers working together. While collaboration is, at times, difficult, I feel that it is well worth the effort. Students who once sat in quiet confusion now have access to content they had not had previously. I am not convinced that co-teaching is the solution for all ELLs; however, I do feel that it offers benefits to many students, ELL and mainstream

alike, and I would not like to return to a pull-out only model without further investigation.

In the next chapter, chapter five, the limitation of this study will be considered as well as suggestions for future research. Additionally, the implications of this study including the importance of administrative support will be discussed.

CHAPTER FIVE: CONCLUSION

Summary

The topic of this research paper was change. I wanted to learn how an ESL pull-out teacher could learn to become an effective ESL co-teacher. What were the skills and techniques that were needed to facilitate an ESL teacher's abilities as a partner in a team situation. This study, unfortunately, uncovered no hidden secrets to co-teaching as I had hoped. Instead, it taught me that co-teaching is a lengthy process with no one right way. While there are many important components that need to be in place to work effectively as co-teachers, it is nearly impossible to implement them all instantaneously. As with any kind of teaching, experience is an invaluable learning tool that can not be matched in any class or with any amount of second-hand knowledge. Co-teaching is no different. No matter how much you read about co-teaching there is nothing that can replace the actual experience of doing it. No amount of second-hand information can help build the trust that must be present in co-teaching.

Limitations

- 1). The situation in which this co-teaching took place is not representative of the typical ESL teacher's situation. I had the fortune of only co-teaching with one

teacher and had the bonus of departmentalizing, thus allowing us to teach fewer lessons. While co-teaching with only one teacher to many seems like a luxury, it should not be seen as a luxury, but rather an ideal situation to strive for.

Unfortunately, many ESL teachers find themselves forced to co-teach five lessons a week with each of three or and more mainstream teachers.

Additionally, not all teachers have the fortune of having common preparation time and must therefore create their own time before or after school. This too may see like a luxury, but is in fact a crucial component and should be a mandate when attempting collaboration.

2). The majority of the data from this study is qualitative. Additional support with quantitative data would benefit all.

3).The data gathered from the components checklist was one sided. My co-teacher felt that all components were met 100% of the time. While this is hopeful that from my co-teacher's perspective everything was going well and we were doing what we needed to do, it did not provide much data on areas that we need to keep working on. However, it is also likely that the data supplied by my co-teacher was inaccurate for many reasons. As mentioned earlier, by focusing on how the students are doing (student data, teacher evaluation of lessons etc.) evaluations can be less threatening thus more accurate data can be gathered in the future.

4). While we made an effort to include language objectives for each lesson, there was no point at which we consistently evaluated those outcomes formally. This may be one contributing factor to my feeling that the language objectives were not always met. If we had been specifically evaluating the language outcomes, we may have placed more of a priority on them. Also, when the language outcomes were not met we would have been quite aware that they were not met and hopefully made more of an attempt to assure their coverage the next time.

5). The journal was written only by one participant in the study. Thus, we only gathered data from one side of the situation, the ESL teacher. It would have been beneficial to have heard both sides of the story after each lesson.

Gathering journal data from the ESL teacher and the mainstream teacher would be of great value to all parties involved. While journaling by all team members was not possible in this study it does merit further discussion in schools.

Although journaling can be very personal and requires a great deal of trust when shared, there are ways in which it could be altered in which to decrease the amount of trust needed and yet still maintain the benefits. Some ideas include using it as a dialog journal to be written back and forth between the co-teachers or create, as a team or school, a structured format that can then be examined together at a later date.

Future research

The most important information that was learned in the course of writing this paper was the lack of data substantiating the effectiveness of using co-teaching as a service delivery model for both special education and ESL. While there is a good amount of literature supporting how teachers feel about it and components that can help facilitate the process of co-teaching, that is ultimately not as important as the effectiveness of such a program in increasing student achievement and developing language of ELLs.

Another key aspect of co-teaching is the time involved. There needs to be additional research on time and the effective use of it. How much time is needed to effectively co-teach a lesson? What is the average amount of time co-teachers spend planning a lesson? What structures can facilitate the productive use of the time available? Where should and how can teachers best focus their instructional planning time? How do effective co-teachers use the time they have together? Where is the limited time available most effectively spent, with planning, with reflection? Since lesson planning is so essential to successful co-teaching, teachers must be given time to plan together. However, in many current situations teachers are not provided the time they need to plan together—especially in situations of a specialist co-teaching with numerous mainstream teachers. In making the decision to recommend a model of teaching vastly different from previous experience, administrators often overlook or dismiss the

necessity for planning time together and time for reflection. Planning and reflection time is often an after thought. As a result, rather than building time into the schedule, administrators frequently expect teachers to find such time on their own- often using personal time. Teachers can not be expected to implement a new model if they are not given the tools they need to do so effectively. Research supporting the amount of time needed and how it can be spent most efficiently would provide currently absent guidelines for administrators to follow when programming.

Along these same lines, research is needed on the number of co-teachers a specialist can or should be asked to co-teach with. Since time is such a key factor in planning, the more teachers a specialist is asked to teach with the more time and the more relationship building is required. This can cause a tremendous strain on the specialist. Not only are they being pulled in too many directions, but they are also responsible for creating effective working relationships by trusting and building relationships with each of the people they teach with, a very time consuming process.

Furthermore, studies comparing new working partners with long time partners may add light to the importance of consistency in teaming. Often specialist are asked to change grade levels or teaching partners yearly. With the knowledge that relationship building takes time, I would suspect that new

teaming partners are nowhere near as effective as teams who have been working together for several years.

Implications

With the latest push by administration for greater use of the collaboration model for delivering ESL service to ELLs, more and more ESL teachers are being asked to use co-teaching to deliver ESL service. Teachers must remember, administrators are watching the number of ELLs increase while watching the space in their buildings dwindle. They are feeling the pressure to find solutions. It is essential that as ESL teachers we keep in mind that while this may eventually prove to be a more effective way to deliver service, it has not yet been substantiated by data from student outcomes. We must remember our job is not just to teach, but to also advocate for our students. We can not allow “current trends” to overrule effectiveness. We must be watchful and notice both the positive and negative effects co-teaching has on our students. Most importantly, we should not allow a one-size-fits-all approach to learning.

On the other hand, we can also not let our fear of change stop the search for more effective models of service delivery. We need to be open to change and willing to attempt new models in an effort to improve the achievement of ELLs.

Successful collaboration requires numerous structures and resources be in place. This can only be done with the support and commitment of administrators. Administrators must keep themselves informed about the needs collaboration creates. They must be willing to support teachers not only emotionally, understanding that it is a difficult shift to move from autonomy to teaming, but also in action: creating schedules that include time for teachers to work together, allocating money and resources, guiding the school towards establishing structures that support collaboration not only for today's success, but also for tomorrow's.

Appendix A

TESOL Standards grades 4-8

Goal 1, Standard 1

**To use English to communicate in social settings:
Students will use English to participate in social interactions**

Descriptors

- sharing and requesting information
- expressing needs, feelings, and ideas
- using nonverbal communication in social interactions
- getting personal needs met
- engaging in conversations
- conducting transactions

Sample Progress Indicators

- ask peers for their opinions, preferences, and desires
- correspond with pen pals, English-speaking acquaintances, and friends
- write personal essays
- make plans for social engagements
- shop in a supermarket
- engage listener's attention verbally or nonverbally
- volunteer information and respond to questions about self and family
- elicit information and ask clarification questions
- clarify and restate information as needed
- describe feelings and emotions after watching a movie
- indicate interests, opinions, or preferences related to class projects
- give and ask for permission
- offer and respond to greetings, compliments, invitations, introductions, and farewells

- negotiate solutions to problems, interpersonal misunderstandings, and disputes
- read and write invitations and thank you letters
- use the telephone

Students are encouraged to

- ask peers for their opinions, preferences, and desires
 - negotiate solutions to problems, interpersonal misunderstandings, and disputes
 - elicit information and ask clarification questions
-

Goal 1, Standard 2

**To use English to communicate in social settings:
Students will interact in, through, and with spoken and written English for personal expression and enjoyment**

Descriptors

- describing, reading about, or participating in a favorite activity
- sharing social and cultural traditions and values
- expressing personal needs, feelings, and ideas
- participating in popular culture

Sample Progress Indicators

- recommend a film or videotape to a friend
- write in a diary or personal journal
- describe, read or write about a personal hero
- persuade peers to join in a favorite activity, game, or hobby

- discuss issues of personal importance or value
- locate information for leisure activities (in oral or written form)
- write a poem, short story, play, or song
- describe favorite storybook characters
- recommend a game, book, or computer program
- listen to, read, watch, and respond to plays, films, stories, books, songs, poems, computer programs, and magazines
- recount events of interest
- ask information questions for personal reasons
- make requests for personal reasons
- express enjoyment while playing a game
- talk about a favorite food or a celebration
- express humor through verbal and nonverbal means

Students are encouraged to

- describe, read, or write about a personal hero
 - persuade peers to join in a favorite activity, game, or hobby
 - listen to, read, watch, and respond to stories, books, and computer programs
 - make requests for personal reasons
-

Goal 1, Standard 3

**To use English to communicate in social settings:
Students will use learning strategies to extend their
communicative competence**

Descriptors

- testing hypotheses about language
- listening to and imitating how others use English
- exploring alternative ways of saying things
- focusing attention selectively
- seeking support and feedback from others
- comparing nonverbal and verbal cues
- self-monitoring and self-evaluating language development
- using the primary language to ask for clarification
- learning and using language "chunks"
- selecting different media to help understand language
- practicing new language
- using context to construct meaning

Sample Progress Indicators

- use a dictionary to validate choice of language
- ask a classmate whether a particular word or phrase is correct
- use a computer spell checker to verify spelling
- use written sources to discover or check information
- keep individual notes for language learning
- test appropriate use of new vocabulary, phrases, and structures
- ask someone the meaning of a word
- understand verbal directions by comparing them with nonverbal cues (e.g., folding paper into eighths, lining up)
- tell someone in the native language that a direction given in English was not understood
- recite poems or songs aloud

- imitate a classmate's response to a teacher's question or directions
- associate realia or diagrams with written labels to learn vocabulary or construct meaning
- practice recently learned language by teaching a peer

Students are encouraged to

- understand verbal directions by comparing them with nonverbal cues (e.g., folding paper into eighths, lining up)
- associate realia or diagrams with written labels to learn vocabulary or construct meaning
- practice recently learned language by teaching a peer
- ask someone the meaning of a word
- test appropriate use of new vocabulary, phrases, and structures

Goal 2, Standard 1

To use English to achieve academically in all content areas: Students will use English to interact in the classroom

Descriptors

- following oral and written directions, implicit and explicit
- requesting and providing clarification
- participating in full-class, group, and pair discussions
- asking and answering questions
- requesting information and assistance
- negotiating and managing interaction to accomplish tasks
- explaining actions
- elaborating and extending other people's ideas and words
- expressing likes, dislikes, and needs

Sample Progress Indicators

- request supplies to complete an assignment
- use polite forms to negotiate and reach consensus

- follow directions to form groups
- negotiate cooperative roles and task assignments
- take turns when speaking in a group
- modify a statement made by a peer
- paraphrase a teacher's directions orally or in writing
- respond to a teacher's general school-related small talk
- explain the reason for being absent or late to a teacher
- negotiate verbally to identify roles in preparation for a group/class presentation
- ask a teacher to restate or simplify directions
- join in a group response at the appropriate time
- listen to and incorporate a peer's feedback regarding classroom behavior
- greet a teacher when entering class
- distribute and collect classroom materials
- share classroom materials and work successfully with a partner
- ask for assistance with a task

Students are encouraged to

- negotiate cooperative roles and task assignments
 - paraphrase a teacher's directions orally or in writing
 - request supplies to complete an assignment
 - ask for assistance with a task
-

Goal 2, Standard 2

To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form

Descriptors

- comparing and contrasting information
- persuading, arguing, negotiating, evaluating, and justifying
- listening to, speaking, reading, and writing about subject matter information
- gathering information orally and in writing
- retelling information
- selecting, connecting, and explaining information
- analyzing, synthesizing, and inferring from information
- responding to the work of peers and others
- representing information visually and interpreting information presented visually
- hypothesizing and predicting
- formulating and asking questions
- understanding and producing technical vocabulary and text features according to content area
- demonstrating knowledge through application in a variety of contexts

Sample Progress Indicators

- take notes as a teacher presents information or during a film in order to summarize key concepts
- synthesize, analyze, and evaluate information
- write a summary of a book, article, movie, or lecture
- locate information appropriate to an assignment in text or reference materials
- research information on academic topics from multiple sources
- take a position and support it orally or in writing
- construct a chart synthesizing information
- identify and associate written symbols with words (e.g., written numerals with spoken numbers, the compass rose with directional words)
- define, compare, and classify objects (e.g., according to number, shape, color, size, function, physical characteristics)

- explain change (e.g., growth in plants and animals, in seasons, in self, in characters in literature)
- record observations
- construct a chart or other graphic showing data
- read a story and represent the sequence of events (through pictures, words, music, or drama)
- locate reference material
- generate and ask questions of outside experts (e.g., about their jobs, experiences, interests, qualifications)
- gather and organize the appropriate materials needed to complete a task
- edit and revise own written assignments
- use contextual clues
- consult print and nonprint resources in the native language when needed

Students are encouraged to

- read a story and represent the sequence of events (through pictures, words, music, or drama)
- use contextual clues
- consult print and nonprint resources in the native language when needed
- research information on academic topics from multiple sources

Goal 2, Standard 3

To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge

Descriptors

- focusing attention selectively
- applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text
- using context to construct meaning
- taking notes to record important information and aid one's own learning
- applying self-monitoring and self-corrective strategies to build and expand a knowledge base

- determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study)
- planning how and when to use cognitive strategies and applying them appropriately to a learning task
- actively connecting new information to information previously learned
- evaluating one's own success in a completed learning task
- recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members)
- imitating the behaviors of native English speakers to complete tasks successfully
- knowing when to use native language resources (human and material) to promote understanding

Sample Progress Indicators

- scan several resources to determine the appropriateness to the topic of study
- skim chapter headings and bold print to determine the key points of a text
- take notes to summarize the main points provided in source material
- verbalize relationships between new information and information previously learned in another setting
- use verbal and nonverbal cues to know when to pay attention
- make pictures to check comprehension of a story or process
- scan an entry in a book to locate information for an assignment
- select materials from school resource collections to complete a project
- rehearse and visualize information
- take risks with language
- rephrase, explain, revise, and expand oral or written information to check comprehension
- seek more knowledgeable others with whom to consult to advance understanding
- seek out print and nonprint resources in the native language when needed

Students are encouraged to

- scan several resources to determine the appropriateness to the topic of study
- skim chapter headings and bold print to determine the key points of a text
- take notes to summarize the main points provided in source material

Goal 3, Standard 1

To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting

Descriptors

- using the appropriate degree of formality with different audiences and settings
- recognizing and using standard English and vernacular dialects appropriately
- using a variety of writing styles appropriate for different audiences, purposes, and settings
- responding to and using slang appropriately
- responding to and using idioms appropriately
- responding to and using humor appropriately
- determining when it is appropriate to use a language other than English
- determining appropriate topics for interaction

Sample Progress Indicators

- advise peers on appropriate language use
- prepare and deliver a short persuasive presentation to different audiences
- write a dialogue incorporating idioms or slang
- write business and personal letters

- create a commercial using an appropriate language style for the product
- create a cartoon or comic book
- initiate and carry on appropriate small talk (e.g., while visiting a classmate's home, on a bus, at a party)
- determine when it is appropriate to tell a joke
- use idiomatic speech appropriately
- advise peers on appropriate language use
- express humor through verbal and nonverbal means
- interact with an adult in a formal and informal setting
- role play a telephone conversation with an adult
- make polite requests
- use English and native languages appropriately in a multilingual social situation (e.g., cooperative games or team sports)
- write a letter or e-mail message to an adult or a peer using appropriate language forms
- demonstrate an understanding of ways to give and receive compliments, show gratitude, apologize, express anger or impatience
- greet and take leave appropriately in a variety of settings

Students are encouraged to

- use idiomatic speech appropriately
 - write a dialogue incorporating idioms or slang
-

Goal 3, Standard 2

To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting

Descriptors

- interpreting and responding appropriately to nonverbal cues and body language
- demonstrating knowledge of acceptable nonverbal classroom behaviors
- using acceptable tone, volume, stress, and intonation, in various social settings*
- recognizing and adjusting behavior in response to nonverbal cues

Sample Progress Indicators

- determine the appropriate distance to maintain while standing near someone, depending on the situation
- maintain appropriate level of eye contact with audience while giving an oral presentation
- demonstrate in a role play two aspects of body language common to one's own culture
- analyze nonverbal behavior
- describe intent by focusing on a person's nonverbal behavior
- add gestures to correspond to a dialogue in a play
- respond appropriately to a teacher's gesture
- obtain a teacher's attention in an appropriate manner
- use appropriate volume of voice in different settings such as the library, hall, gymnasium, supermarket, and movie theater

Students are encouraged to

- determine the appropriate distance to maintain while standing near someone, depending on the situation
- analyze nonverbal behavior

Goal 3, Standard 3

To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence

Descriptors

- observing and modeling how others speak and behave in a particular situation or setting
- experimenting with variations of language in social and academic settings
- seeking information about appropriate language use and behavior
- self-monitoring and self-evaluating language use according to setting and audience
- analyzing the social context to determine appropriate language use
- rehearsing variations of language use in different social and academic settings
- deciding when use of slang is appropriate

Sample Progress Indicators

- model behavior and language use of others in different situations and settings

- rephrase an utterance when it results in cultural misunderstanding
- evaluate behaviors in different situations
- observe language use and behaviors of peers in different settings
- rehearse different ways of speaking according to the formality of the setting
- test appropriate use of newly acquired gestures and language

Students are encouraged to

- evaluate behaviors in different situations
 - model behavior and language use of others in different situations and settings
 - observe language use and behaviors of peers in different settings
 - rehearse different ways of speaking according to the formality of the setting
-

Appendix B

Minnesota English Language Proficiency Standards for
English Language Learners grades 3-5

Appendix C

Lesson Plan Template

Co-Teaching Daily Lesson Plan

(adapted from Vaughn, Shay Schumm, & Argyles, 1997)

7 Models of Co-teaching

| Day/ Date | What is our topic and content objective? | What is our language objective and which MN or TESOL standard does it meet? | Which co-teaching technique will we use? | What are each of our specific roles? If grouping, who will be responsible for which students? | What materials do we need and who will get them? What learning aides should be up to students? | How will we evaluate student learning? Who is responsible for what? | Evaluation of lesson (after-the-fact) |
|------------------------|--|---|--|---|--|---|--|
| Mon. | Topic: _____ Content objective: _____ | Language objective: _____ MN or TESOL standard: _____ | | <ol style="list-style-type: none"> 1) One teach, one drift: one person leads the class other teacher offers assistance to students 2) Teaching on purpose: one person leads the class other groups or pairs with 1-5 min. Mini-lessons or reviews planned 3) Station Teaching: various centers/stations around the room some independent 4) Parallel teaching: teaching the same lesson to two different groups 5) Re-Teaching: one person re-teaches information or skills to specified group other person teaches alternative or enrichment material to other identified group. 6) Alternative teaching: one teacher teaches the large group and one teacher teaches a small group of a few select individuals 7) Team teaching: teaching the same lesson at the same time together (Adapted from Cook & Friend, 1995 & Vaughn et. al., 1997) | | | |
| Tue. | Topic: _____ Content objective: _____ | Language objective: _____ MN or TESOL standard: _____ | | | | | |
| TESOL Standards | | | | | | | |
| Wed. | Topic: _____ Content objective: _____ | Language objective: _____ MN or TESOL standard: _____ | | <ul style="list-style-type: none"> • 1.1 To use English to communicate in social settings: English to participate in social interactions • 1.2 To use English to communicate in social settings: in, through, and with spoken and written English for personal expression and enjoyment • 1.3 To use English to communicate in social settings: learning strategies to extend their communicative competence • 2.1 To use English to achieve academically in all content areas: Students will use English to interact in the classroom | | | Students will use Students will interact Students will use |
| Thur. | Topic: _____ Content objective: _____ | Language objective: _____ MN or TESOL standard: _____ | | <ul style="list-style-type: none"> • 2.2 To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide information in spoken and written form • 2.3 To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge • 3.1 To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting | | | ent areas: Students de subject matter apply academic ways: Students will re according to |
| Fri. | Topic: _____ Content objective: _____ | Language objective: _____ MN or TESOL standard: _____ | | <ul style="list-style-type: none"> • 3.2 To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting • 3.3 To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence | | | ways: Students will purpose, and setting ways: Students will sociolinguistic and |

(<http://www.tesol.org/assoc/k12standards/it/01.html>)

MN English Language Proficiency Standards for ELLs

| | Informal (social) context | Formal (academic) context |
|-----------|--|--|
| Listening | 1.1: The student will understand spoken English to participate in informal (social) contexts. | 1.2: The student will understand spoken English to participate in formal (academic) contexts. |
| Speaking | 2.1: The student will produce spoken English appropriately to participate in informal (social) contexts. | 2.2: The student will produce spoken English appropriately to participate in formal (academic) contexts. |
| Reading | 3.1: The student will understand written English to participate in informal (social) contexts. | 3.2: The student will understand written English to participate in formal (academic) contexts. |
| Writing | 4.1: The student will produce written English appropriately to participate in informal (social) contexts. | 4.2: The student will produce written English appropriately to participate in formal (academic) contexts. |

(Minnesota English Language Proficiency Standards for English Language Learners K-12,

p.8)

Evaluation

Scale for facilitating language goals:

1. **excellent**, lesson allowed for many language learning opportunities and facilitated the use of language
2. **good**, lesson allowed for some language learning opportunities and facilitated the use of some language
3. **reasonable**, lesson allowed for only passive language learning
4. **not effective enough**, lesson had no clear language learning opportunities, but showed some random opportunities
5. **ineffective**, lesson did not allow for any language learning opportunities and in fact discouraged language opportunities

Scale for overall effectiveness of lesson:

- A. **excellent**, lesson was accessible by most and they were able to participate fully- 90-100% attention held
- B. **good**, most of the lesson was accessible by many and they were able to participate to a good degree- 80-90% attention held
- C. **reasonable**- lesson was accessible to varying degrees, ability to participate ran from some participation to passive observation- although even those observing were engaged. **70-80% attention held**
- D. **not effective enough**, additional modifications or strategies need to be added to make this lesson more accessible for more students- 50-70% attention held
- E. **ineffective**, lesson was inaccessible by the majority of students- less than 50% attention held

(adapted from Wallace, J., 1998)

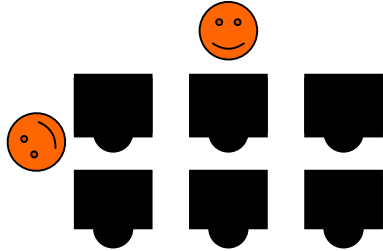
Appendix D

Diagram of Co-teaching Options

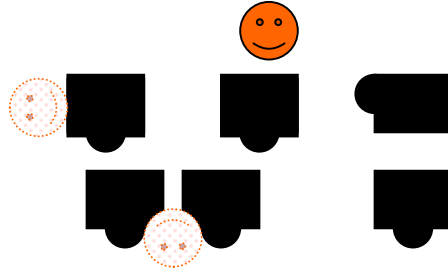
Models of Co-teaching

(adapted from Friend & Barsack, 1990)

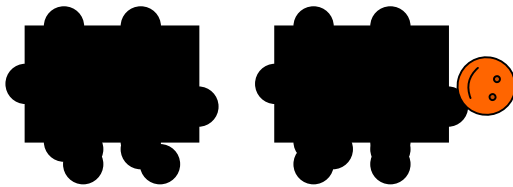
One teach, one drift



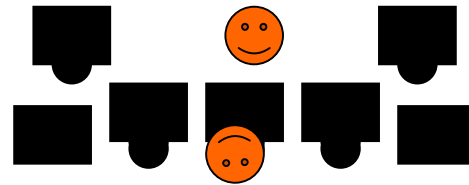
Teaching on purpose



Station teaching



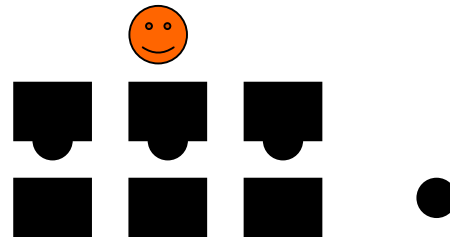
Parallel teaching



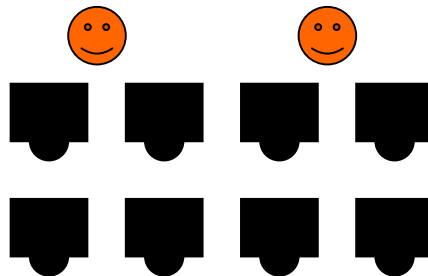
Re-teaching
(needs based)



Alternative teaching



Team teaching



Problem Solving Worksheet

Co-teaching Problem Solving Worksheet

Step One

What is the problem?

What are the alternatives for solving this problem?

Which of these options would work best?

How do we implement it?

Step Two

Implement solution.

Step Three

What happened when we implemented our solution?

Step Four

Do we need to try a different solution or can we move on? (If we need to try a different solution return to step one and repeat.)

Step Five

What did we learn?

Appendix F

Time Data Collection Table Template

Time Data Collection Table

| Lesson # /Date | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|
| Time spent lesson planning with co-teacher | | | | | | | | | | |
| Time spent independently prepping for this lesson | | | | | | | | | | |
| Time spent communicating about prep/materials for this lesson | | | | | | | | | | |
| # of email communications | | | | | | | | | | |
| Non-work related time spent together (lunch, talking, relationship building) | | | | | | | | | | |
| Time spent on follow up- such as evaluating how lessons went | | | | | | | | | | |

Appendix G
Checklist Template

Pre-teaching Checklist

| Activity | Yes |
|--|------------|
| Conduct a pre-planning session using guide questions | |
| Determine a plan for co-planning time | |
| Agree on a lesson plan format or structure | |
| Openly discuss feelings and fears about co-teaching | |
| Discuss and prepare to answer questions from parents and students about new arrangements | |
| Determine behavior management system and make sure it is clearly | |

| | |
|--|--|
| understood by all team members | |
| Arrange signals for classroom communication such as: -wrap it up -transition to next activity -stretch it out -cut it short -this isn't working | |

ESL Component Checklist

| Activity | Yes |
|--|------------|
| Have both language and content objectives for lessons | |
| Language objectives meet a TESOL or state standard | |
| Objectives are explicitly states to students | |
| Input is comprehensible for All Most Some none | |
| Students use input for purposeful communication | |
| Content is contextualized with the help of: - modeling, realia, graphic organizers, maps, and such | |
| Concepts link to background knowledge or student experiences | |
| Key vocabulary is emphasized | |
| Clear explanations of task are provided | |
| Use a variety of teaching techniques | |
| Opportunities are provided for interaction and discussion | |
| Wait time is provided for student response | |
| Use of good teaching strategies for all but necessary for ELLs including: - cooperative learning, semantic mapping, Prep, ETR, GWP, STAD, Jigsaw, discovery learning | |
| Learning strategies explicitly taught | |
| Opportunities for hands on activities | |
| Lessons are thematic when possible | |
| Newcomers are considered when lesson planning | |

Co-teaching Component Checklist

| Activity | Yes |
|---|------------|
| We meet at least one time per week to plan together | |
| The plan is followed through on without change unless both parties aware of the changes | |
| Roles and responsibilities are clear to me | |
| We use a variety of co-teaching models | |
| Both teachers play an active role in class | |
| I enter the classroom knowing the objectives of the lesson | |
| I know the objectives of all lessons | |
| We checked with each other daily for any changes or problems etc. | |
| Instructional responsibilities are equally divided | |
| We acknowledge and reinforce each other during co-teaching efforts | |
| Both teachers provide substantive instruction | |
| I make every attempt to work with all student in the class | |
| We make consistent eye contact throughout the lesson | |

| | |
|---|--|
| I take an active role in the classroom | |
| We use "we" and "our" when talking to the students and parents | |
| Communication | |
| <i>I use paraphrasing in meetings</i> | |
| I address problems between us immediately | |
| I address problems between us directly | |
| I practiced good listening skills | |
| I announce ideas without owning them | |
| I use conflict resolution skills when needed | |
| I am aware of my teammates verbal and nonverbal responses | |
| I make time to listen to my teammates without allowing interruptions | |
| I seek clarification when something is unclear | |
| I assume positive intentions | |
| I do NOT offer advice | |
| I do NOT pass judgement on my teammates teaching, abilities, or ideas | |
| I do NOT dismiss problems or make false reassurances | |
| Affective | |
| I feel that my knowledge and skills are valued | |
| I feel that I am an equal partner in decisions that are made | |
| I am frequently acknowledged and reinforced by my partner | |
| I am learning as a result of our roles and responsibilities | |
| My time is used productively when I am in the classroom | |
| I am satisfied with the way we communicate with each other | |
| I feel like an equal in the classroom | |
| I trust my co-teacher | |

Post-teaching Checklist

| Activity | Yes |
|---|------------|
| We evaluate lessons after they are finished | |
| We use that evaluation to improve or change our instruction | |
| We discuss how co-teaching is going | |
| We take the time to talk about non-work related topics | |

Appendix H
Lesson Plans Data Sample

Co-Teaching Daily Lesson Plan

| Day/ Date | What is our topic and content objective? | What is our language objective and which MN or TESOL standard does it meet? | Which co-teaching technique will we use? | What are each of our specific roles? If grouping, who will be responsible for which students? | What materials do we need and who will get them? What learning aides should be up around the room? |
|-------------------------|--|---|--|---|--|
| Mon. 4/26 (S) | Topic: <u>Colonization (jigsaw 2)</u> Content objective: SWBAT report to a team facts about the colonies form their particular country | Language objective: SWBAT retell factual info to teammates MN 1.2 MN or TESOL standard: <u>SWBAT listen and write facts presented by other teammates MN 2.2</u> | 1 | Nancy- intro Ryan – groups Both -assist | Ryan will return papers collected |
| Tue. 4/27 (P) | Topic: <u>Colonization (sum up of jigsaw)</u> Content objective: SWBAT review and correct ideas about –to clarify ideas about colonization of U.S | Language objective: SWBAT understand main idea of content <u>SWBAT understand target voc. MN 1.2</u> MN or TESOL standard: SWBAT ask and answer factual questions MN 2.2 <u>SWBAT ask clarifying questions</u> | 4 | Both – check chart for answers -lead discussion -voc. discussion | How will we divide them? (randomly w/ Nancy w/ newcomers) -overhead Nancy-answers Newcomers |
| Wed. 4/28 (S) | Topic: <u>same as 4/27</u> Content objective: _____ | Language objective: MN or TESOL standard: _____ | | | |
| Thur. | Topic: <u>13 colonies intro- puzzle</u> | Language objective: | | | Nancy –get puzzles copied |

| | | | | | |
|------------------------------|---|---|---------------|--|--|
| <p>4/29 (P)</p> | <p>Content objective: <u>SWBAT put together a puzzle of 13 original colonies</u> <u>SWBAT identify names of 13 colonies</u></p> | <p>SWBAT match postal state abbreviations to state name of 13 colonies MN 3.2</p> <p><u>SWBAT negotiate a puzzle with a partner MN 2.1</u> MN or TESOL standard:</p> | <p>7 team</p> | | |
| <p>Fri. No kids</p> | <p>Topic: _____</p> <p>Content objective: _____</p> | <p>Language objective: _____</p> <p>MN or TESOL standard: _____</p> | | | |

(adapted from Vaughn, Shay Schumm, & Argyles, 1997)

Appendix I
Journal Template

Figure 1
Journal

Date: _____

The lesson:

Facilitating language goals: _____ *Effectiveness of the lesson for ELLs:*

Scale for facilitating language goals:

1. **excellent**, lesson allowed for many language learning opportunities and facilitated the use of language
6. **good**, lesson allowed for some language learning opportunities and facilitated the use of some language
7. **reasonable**, lesson allowed for only passive language learning
8. **not effective enough**, lesson had no clear language learning opportunities, but showed some random opportunities
9. **ineffective**, lesson did not allow for any language learning opportunities and in fact discouraged language opportunities

Scale for overall effectiveness of lesson for ELLs:

- 1: **excellent**, lesson was accessible by most ELLs and they were able to participate fully
- 2: **good**, most of the lesson was accessible by many ELLs and they were able to participate to a good degree
- 3: **reasonable**, lesson was accessible by ELLs to varying degrees, ability to participate ran from some participation to passive observation- although even those observing were engaged.
- 4: **not effective enough**, additional modifications or strategies need to be added to make this lesson more accessible for more ELLs
- 5: **ineffective**, lesson was inaccessible by the majority of ELLs

(Wallace, J., 1998)

What worked well?

What didn't work?

Ideas for next time?

How I felt during lesson? Why? _____

What could have been done differently?

What are my frustrations?

What did I learn?

What questions do I have?

Appendix J
Journal Data Sample

Sample Journal entries

Date: 4/12

Lesson: Intro to colonization of U.S. (class A)

What worked well: putting students into groups by counting off and writing their names on the board under their group- good visual

What didn't work: students didn't talk to each other as we had hoped

Ideas for next time: mini-lesson on finding main idea and/or skimming and scanning

How I felt during the lesson: comfortable- we had done this before so I knew what was going to happen so I knew there would be no surprises and I knew my role- it was mostly student centered

What could have been done differently: perhaps a list of questions or language functions that would help facilitate the conversation within groups or modeling how group work should look

What are my frustrations: the one newcomer in class had a very hard time with this. Further modifications needed to be made.

What did I learn: _____

What questions do I have: _____

Additional comments: We ran out of time and didn't have time for vocabulary.

Date: 6/1

Lesson: Building a colony (class A)

What worked well: My co-teacher typed up a checklist of things students need to complete for each day. It was a great idea.

What didn't work: _____

Ideas for next time: _____

How I felt during the lesson: Good- the students really do feel comfortable asking me for help and to share their ideas. I am a help in the class. I have also noticed it is nice to have a male and female teacher. There are some girls I have

notices who always approach me verse my co-teacher and some have commented that "he's a boy". It really is awesome to give student the option of teachers to connect with.

What could have been done differently: _____

What are my frustrations: So much of this co-teaching depends on moods and relationships. That makes it tough! Some weeks I'm so sensitive everything drives me crazy and other weeks nothing could bother me.

What did I learn: I think my co-teachers confidence isn't as high as it appear to be on the outside. I understand where you really have to trust and build a relationship with your co-teacher so that you don't have to feel threatened. I also need to bet better at giving kudos!

What questions do I have: _____

REFERENCES

- Austin, V. (2001). Teachers' beliefs about co-teaching. *Remedial and special Education, 22* (4), 245-260.
- Bahamonde, C. & Friend, M. (1999). Teaching English language learners: A proposal for effective service delivery through collaboration and co-teaching. *Journal of Educational and Psychological Consultation, 10* (1) 1-24.
- Bailey, K., Dale, T., & Squire, B. (1992). Some reflections on collaborative language teaching. In Nunan, D., (Ed.). *Collaborative language learning and teaching*. Cambridge: Cambridge University Press.
- Bauwens, J. & Hourcade, J. (1995). *Cooperative teaching rebuilding the schoolhouse for all students*. Austin, TX: Pro-ed.
- Benoit, R. (2001). Team teaching tips for foreign language teachers [Electronic version]. *The Internet TESL Journal, 7* (10)
- Bergen, D. (1994). Developing the art and science of team teaching. *Childhood Education, 70* (4), 242-244.
- Bruneau-Balderrama, O. (1997). Inclusion: making it work for teacher, too. *The Clearing House, 70* (6), 328-330.
- Coltrane, B. (2002). Team teaching: Meeting the needs of English language learners through collaboration [Electronic version]. *ERIC/CLL News Bulletin, 25* (2).
- Cook, L & Friend, M. (1995). Co-teaching: Guidelines for creating effective practices. *Focus on Exceptional Children, 28* (3), 1-16.

- Cook, L & Friend, M. (1996). Co-teaching: What's it all about? Reprinted from *CEC Today*, September.
- Davison, C. (1992). Look out: Eight fatal flaws in team teaching. *TESOL in Context*, 2 (1), 39-41.
- Deay-Berridge, C. (1996). Stress factors among elementary collaborating teachers in Kansas. In Dyck, N., Sundbye, N., Pemberton, J. (1997). A recipe for efficient co-teaching. *Teaching Exceptional Children*, 30 (2) 42-45.
- Dieker, L. (2001). What are the characteristics of "effective" middle and high school co-taught teams for students with disabilities? *Preventing School Failure*, 46 (1), p.14-24.
- Duke, K., & Mabbott, A. (2000). An alternative model for novice-level elementary ESL education. *MinneTESOL Journal*, 17, 11-38.
- Dyck, N., Sundbye, N., & Pemberton, J. (1997). A recipe for efficient co-teaching. *Teaching Exceptional Children*, 30 (2) 42-45.
- Echevarria, J. & Graves, A. (1998). *Sheltered content instruction Teaching English-language learners with diverse abilities*. Boston: Allyn & Bacon.
- Echevarria, J., Vogt, M., & Short, D. (2000). *Making content comprehensible for English language learners The SIOP model*. Boston: Allyn & Bacon.
- Franson, C. (1999). Mainstreaming learners of English as an additional language: The class teacher's perspective. *Language, culture, and Curriculum*, 12, 59-70
- Friend, M. & Barsack, W. (1996). Including students with special needs: A practical guide for classroom teachers. Boston: Allyn and Bacon.
- Friend, M. & Cook, L., (2000). *Interactions collaboration skills for school professionals* (3rd ed.). New York: Longman.

- Garmston, R. & Wellman, B. (1999). *The adaptive school: A sourcebook for developing collaborative groups*. Norwood, MA: Christopher-Gordon Publishers, Inc.
- Inclusion as an instructional model for LEP students*. Office of Multicultural Student Language Education (Technical assistance paper, No. 019-ESOL-95). Retrieved November 10, 2003, from <http://www.firn.edu/doe/bin00011/tapinclu.htm>
- Kennis, S. & McTaggart, R. (Ed.). (1988). *The action research planner* (3rd ed.). Victoria: Deakin University.
- Kochhar, C., West, L., Taymans, J. (2000). *Successful inclusion Practical strategies for a shared responsibility*. Columbus, OH: Merrill.
- Krashen, S. (1985). *The input hypothesis: Issues and implications*. New York: Longman.
- Mabbott, A. & Strohl, J. (1992). Pull-in programs- A new trend in ESL education? *MinneTESOL Journal*, 10, 21-30.
- Meyers, M. (1993). *Teaching to diversity teaching and learning in the multi-ethnic classroom*. United States: Addison-Wesley Publishing Company Inc.
- Minnesota English Language Proficiency Standards for English Language Learners K-12*. Minnesota Department of Education. Retrieved March 13, 2003, from <http://education.state.mn.us/content/028656.pdf>
- Murata, R. (2002). What does team teaching mean? A case study of interdisciplinary teaming. *The Journal of Educational Research*, 96 (2) 67-79.
- Murawski, W., Swanson, M., & Swanson, H. (2001). A meta-analysis of co-teaching research: where are the data? *Remedial and Special Education*, 22 (5), 258-67.

- Nunan, D. (Ed.). (1992). Collaborative language learning and teaching. Cambridge, England: Cambridge University Press.
- Pugach, M. & Johnson, L. (1995). *Collaborative practitioners collaborative schools*. Denver, CO: Love Publishing Co.
- Reyes, M. & Molner, L. (1991). Instructional strategies for second-language learners in the content areas. *Journal of Reading*, 35 (2), 96-8.
- Richards, J. & Lockhart, C. (1994). *Reflective teaching in second language classrooms*. Cambridge: Cambridge University Press.
- Risko, V. & Bromley, K. (2000) New visions of collaboration. In Risko V., & Bromley, K. (Eds.). *Collaboration for diverse learners: View points and practices* (pp. 9-19). Newark, Delaware: International Reading Association.
- Rossell, C. (1998). Mystery on the bilingual Express; A critique of the Thomas and Collier study. *READ Perspectives*, 5 (2), 5-32.
- Salend, S., Gordon, J., Lopez-Vona, K. (2002). Evaluation cooperative teaching teams. *Intervention in School and Clinic*, 37 (4) 195-201.
- Scarcella, R. (1990). *Teaching language minority students in the multicultural classroom*. Upper Saddle River, NJ: Prentice Hall Regents.
- Schumm, J., Hughes, M., & Arguelles, M. (2000). Co-teaching it takes more than ESP. In Risko V., & Bromley, K. (Eds.). *Collaboration for diverse learners: View points and practices* (pp. 52-69). Newark, Delaware: International Reading Association.
- Schwartz, A., Shanley, J., Gerver, M., & O'Cummings, M. (no date). *What are the common qualities and structures of interdisciplinary teams in today's classrooms?* EMSTAC Extra. Washington, D.C: U. S Office of Special Education Program.

- Shannon, N. & Meath-Lang, B. (1992). Collaborative language teaching a con-
investigation. In Nunan, D., (Ed.). *Collaborative language learning and
teaching* (pp.120-140). Cambridge: Cambridge University Press.
- Snell, M. & Janney, R. (2000). In Schwartz, A., Shanley, J., Gerver, M., &
O'Cummings, M., *What are the common qualities and structures of
interdisciplinary teams in today's classrooms?* EMSTAC Extra. Washington,
D.C: U. S Office of Special Education Program.
- Susman, G. Action Research: A Sociotechnical Systems Perspective. In
O'Brian, R. (1998) *An Overview of the Methodological Approach of Action
Research*. Retrieved December 17, 2003 from
<http://www.web.net/~robrien/papers/arfinal.html>
- Teemant, A. & Giraldo, N. (2000). K-12 cross-disciplinary collaboration; An ESL
in-service model. *TESL Reporter*, 33 (2), 30-37.
- TESOL standards*. Retrieved January 11, 2004, from the TESOL web site at
<http://www.tesol.org/assoc/k12standards/it/01.html>
- Thomas, W. & Collier, V. (1997). *School effectiveness for language minority
students* (NCBE Resource Collection Series, No. 9). Washington, DC: Office
of Bilingual Education and Minority Language Affairs.
- Thomas, W. & Collier, V. (2002). *A national study of school effectiveness for
language minority students' long-term academic achievement*. Washington,
D.C: Office of Educational Research and Improvement.
- Vaughn, S., Shay Schumm, J., & Argyles, M. (1997). The ABCDEs of co-
teaching. *Teaching Exceptional Children*, 30 (2), 4-10.
- Wallace, M. (1991). In Richards, J. & Lockhart, C. (1994). *Reflective teaching in
second language classrooms* (pp. 95-96). Cambridge: Cambridge University
Press.

- Wallace, M. (1998). *Action research for language teachers*. Cambridge: Cambridge University Press.
- Welch, M. (2000). Descriptive analysis of team teaching in two elementary classrooms: A formative experimental approach. *Remedial and Special Education, 21* (6), 366.
- Welch, M., Brownell, K., & Sheridan, S. (1999). What's the score and game plan on teaming in schools? A review of the literature on team teaching and school-based problem solving teams. *Remedial and Special Education, 20* (1), 36-49.
- Williams, M. (2003). One + one = second language learning in the mainstream classroom [Electronic version]. *TESOL Matters, 13* (3).
- York-Barr, J., Sommers, W., Ghere, G., & Montie, J. (2001). *Reflective practice to improve schools An action guide for educators*. Thousand Oak, CA: Corwin Press, Inc.
- Zigmond, Naomi. (2001). Special education at a crossroads. *Preventing School Failure, 45* (2), 70-4.