

Collaboration and Co-Teaching Strategies for English Learners
By Andrea Honigsfeld and Maria G. Dove; Corwin Press, 2010
Chapter Summaries: 1-8

Chapter 1: What Is This Book About?

Overview:

This chapter provides the purpose and the organization of the book.

Purpose:

1. Define teacher collaboration, collaborative team teaching, and co-teaching in the context of ESL.
2. Explore how collaboration and co-teaching can provide an effective framework for integrated ESL practices.
3. Establish a vehicle for PD for Collaboration and Co-Teaching.
4. Offer a framework for implementing an effective co-teaching model.
5. Recount real-life vignettes that depict challenges and successes of Collaboration and Co-Teaching.
6. Case studies from different grade levels.
7. Offer guidelines for Collaboration and Co-Teaching models.
8. Areas for further research.

Organization of the book:

Chapter 1 Introduction

Chapter 2 – 8

- Overview
- Voices from the Field
- Administrators' Roles
- Summary
- Discussion Questions
- Key Sources

Chapter 9

- Six case studies to demonstrate the variety of collaborative experiences

The ELL Population

Collaboration

- Definition: comes from “co-labor,” or “work together.” Merriam-Webster’s Collegiate Dictionary: to work jointly with others or together especially in an intellectual endeavor.
- Other definitions include descriptors such as: voluntary effort, shared decision making, discover new approaches to problems, and “moves professionals and families from the deficit model to one that affirms and is responsive to student’ strengths, backgrounds, beliefs and values,” Risko and Bromley (2001).

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Co-Teaching as a Unique Form of Teacher Collaboration

- Traditionally, co-teaching refers to collaboration between general and special education teachers.
- Villa et al. (2008) suggest that “co-teaching involves the distribution of responsibility among people for planning, instruction, and evaluation for a classroom of students.” It is a unique professional relationship in which “partners must establish trust, develop and work to communicate, share chores, celebrate, work together to overcome the inevitable challenges and problems, and anticipate conflict and handle it in a constructive way.”

Collaboration and the 21st Educational Community

- One of the professional standards established by many organizations.
- Will Richardson claims the Information Age is now replaced by the Collaboration Age (2008 Edutopia)

Program Models serving ELLS

1. Structured English Immersion
 - Product of CA proposition 227, Arizona proposition 203
 - ELLs are placed in self-contained classes where they receive English and content instruction all day.
 - Sink or swim?
 - Academic gains were reported at the expense of social integration.
2. ESL
 - NYS regulation of ESL requirement
 - Types of ESL (Pull-out, Push-in, Self-Contained)
3. Bilingual Education (Transitional or Maintenance)
4. Dual Language or Two-Way Enrichment Bilingual Programs
 - Especially popular in Texas, New Mexico, New York, California, Washington, Illinois, and the Washington, D.C.
 - Minority-language-dominant programs (90%-80%)
 - Balanced programs (50% -50% model)

What program works best?

Zigler and Weiss (1985) –

- Research on program effectiveness must go beyond the question of whether of not a program “works”
- Ask what works, for whom, how , when, and why

What can we learn from the history and research on collaborative practices? P. 15

- *The Sociology of Teaching*, Waller (1965) – Teachers’ four wishes: response, recognition, new experience, and security.
- *School Teacher” A Sociological Study*, Dan Lortie (1975) – teacher isolation is a major obstacle to improvement in US schools.
- **The four Cs in collaboration**, Little (1982)

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- **Collaborative Conversations:** Talk about students' needs, lives, work and curriculum, instruction, and teachers' own struggles, successes and what matters to you, the teacher.
- **Collaborative Coaching:** Engage in peer coaching to improve lesson planning and delivery, unit design, use of supplementary materials, adapted content, modified instruction, and assessment
- **Collaborative Curriculum:** Align lesson objectives (language and content), unit goals, curriculum maps, supplementary materials, resources, and adapted texts and materials
- **Collaborative Craftsmanship:** Explore ELLs' background knowledge, prior learning, and peer coaching, planning instruction collaboratively or in the context of co-teaching., effective methods for alignment curriculum and objectives, using time more effectively and making the most of collaborative efforts.

Teachers' Collaboration in Today's Schools

- Teacher reported that they collaborate, but the level of collaboration varies.
- Collaboration efforts are further refined when teachers enter into a co-teaching arrangement.
- Most schools still follow the early 20th century model of "Cells and Bells (Nair & Fielding, 2005).

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Chapter 2: Why Is Collaboration Needed?

Overview:

This chapter underscores the benefits of collaboration

- Guides educators to embrace the importance of collaboration and understand why it must be an integral part in planning and delivering instruction for ELLs.
- Reviews the challenges ELLs, teachers, and school administrators face and why collaboration is an answer to the demands placed on them,
- Emphasizes that the research base for collaborative teacher learning, collaboration, and co-teaching is well established
- Presents arguments for developing a site-based professional learning community for the benefits of ELLs.

Voices from the field:

At a monthly faculty conference in late spring, an ESL teacher hesitantly raises her hand to voice the ESL teachers' concerns: they have discussed adopting the SIOP model with a co-teaching approach and would need for ELLs to be placed in fewer classes as possible per grade level. Other teachers are agitated by this and ask: "Where's the research on co-teaching for ELLs?"

Vignette Reflection:

This highlights apprehension and frustration of teachers face when they need to disclose serious issues about their particular disciplines to their colleagues. Monthly faculty conferences allow for housekeeping issues and rarely are adequate forums to discuss content curriculum or innovative practices for ELLs. Weekly meetings may be devoted to grade-level or other staff development, little time is scheduled for teachers to collaborate regarding the education of ELLs. Pooling their resources and talents- content knowledge, cultural insights, materials, techniques, understanding of second language acquisition- would help ensure success for ELLs.

Challenges ELLs Face:

Hurdles encountered in becoming English proficient, socially accepted, and academically successful: SIFE acquiring literacy skills, new language and academic content; high-stakes annual assessments while being minimally prepared; short time span.

The development of a shared understanding of the complex sociocultural, socioeconomic, affective, linguistic, and academic challenges that ELLs face is key to their success.

Sociocultural Factors:

Learning a new language is equivalent to learning a new culture (Brown 2006).

- Culture Shock (4 phases: Honeymoon, Shock, Integration, Acculturation (Table 2.1)
- Vignette of classroom teacher saying to ESL teacher "That student couldn't have been in ESL. She's so smart; she's an award winner. How ridiculous!" This illustrates how some teachers may harbor beliefs regarding the ability and talents of ELLs.

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- School Acculturation: ELLs not familiar with American culture/public school system; may not know what is expected, feel detached, and lost. These students may exhibit disruptive behaviors in unfamiliar situations or appear uncooperative. Teachers may interpret conduct differently. Students may appear inattentive, lazy, or even defiant while they may just not know common expectations for their participation, or may be suffering from the effects of depression due to the trauma of leaving their homes. Host of new situations that new arrivals must negotiate. It is prudent to withhold judgments concerning youngsters' ability to fully participate in the school community. Students may be victims of political strife, or poverty and have had little or no formal schooling.

Why Collaboration is Key to Addressing Sociocultural Factors

ESL specialists often receive more extensive training in responding to the needs of culturally and linguistically diverse students. They are frequently called upon to serve as cultural interpreter, mediators, or brokers. They help students and families to better understand American culture norms and navigate the cultural maze of the school system. When teachers collaborate they better understand that ELLs are not only challenged by difficult content and language barriers but also have to adjust to the cultural norms of a new teaching paradigm in the US.

Socioeconomic Factors:

A large number of ELLs come from economically disadvantaged homes; confronted by neighborhoods that contain high crime and gang activity (Lachat, 2004). Illegal status may cause additional anxiety; others lack access to proper health care, frequent change in neighborhoods and schools, or need to work after school to contribute to households. Evans (2004) describes poor-quality housing, lack of educational resources in the home, greater incidence of family disruption, greater mobility. Since socioeconomic factors may impede the progress of some ELLs, special attention must be paid to students and families who struggle to make ends meet.

Why Collaboration is Key to Addressing Socioeconomic Factors

Collaborating teachers may share and combine their instructional resources to provide students with supplies and other assistance. When general education and ESL teachers collaborate, a concerted effort is made among all staff to inform families in need about available supports services and community-based resources.

Affective Factors:

Many aspects of our emotions affect learning. These variables can assist or hinder learning a second language:

- | | |
|-------------------------|--|
| • Ability to take risks | Amount of confidence |
| • Sense of self-esteem | Degree of shyness |
| • Level of anxiety | Problems with learned helplessness |
| • Types of motivation | Value placed on second language learning |

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Since one of Krashen's (1981) five well-known second language acquisition theories focuses on the affective filter, the authors also recognize the importance of motivation, self-confidence, and anxiety as factors influencing second language acquisition.

Why Collaboration is Key to Addressing Affective Factors

According to a report on the impact socio-emotional learning has on K-8 students, Payton et al. (2008) note that students with self-awareness, self-management, social-awareness, relationship skills, responsible decision making are headed on a pathway toward success in school and later life. When all members of the school community agrees on the importance of developing the "whole" child, focusing on each student's social-emotional learning, a commitment to address the socio-emotional needs of ELLs becomes a shared concern.

Linguistic Factors:

Consider the complexities of learning a new language. There is a whole host of information to master in order to become fluent in the target language:

- Clear pronunciation
- Correct word order usage
- Distribution between formal and informal language
- Use of idiomatic expressions and colloquialisms
- Knowledge of social and academic language
- Facility with the conventions of writing

Why Collaboration is Key to Addressing Linguistic Factors

Ongoing collaborative practices between ESL and general education teachers provide a clear path for sharing strategies to support new-language acquisition in the general-education classroom. Table 2.2 outlines some of the approaches ESL teachers apply when developing language competence with ELLs (Strategies for Vocabulary, Grammar, Literary Skills, and Pragmatics).

Background knowledge:

We use our own experiences to visualize and make sense of what we are being told. Something unfamiliar to us may have no point of reference to understand what is being said. ELLs, who come from areas that are underdeveloped technologically, have a difficult time connecting with some of the academic content and skills.; or may have school experiences that differ from those in American schools. However, they also have a vast amount of knowledge that can be tapped into to enhance their academic understanding.

Why Collaboration is Key to Addressing Background Knowledge

When ESL and general-education teachers collaborate, they exchange techniques and strategies to capitalize on their students' prior learning and background knowledge to help them make connections.

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Academic Factors:

Unlike their English-speaking peers, many students need to acquire a new language while learning content through English-only instruction. In No Child Left Behind reforms in which students are expected to achieve, teachers must design and implement content-area instruction with ELLs in mind as well as maintain high expectations. With more linguistically and culturally diverse students, teachers with support from school administrators need to focus on making curriculum assessable to all learners. Specific strategies general-education teachers can adopt: providing academic work that is culturally meaningful and builds on students' own background knowledge; allowing opportunities for students to work in pairs or in small groups to facilitate native language support; and engaging students in complex, critical-thinking activities appropriate to ELLs' English proficiency levels.

Prior Schooling: Having information regarding a student's former school experience is key to any planning process.

Cultural Variations: Students may come with excellent literary and math skills in their native language; but may not be well prepared for the American school curriculum and assessments to be able to meet state and local standards.

Eva's story: Middle school student, developed social communications skills, excelled in math and science in her country, good technology skills and class projects; however, the state social studies assessment in American history is a daunting task due to her limited exposure to some aspects of American life compared to her peers and her lack of academic language in English. Other circumstances, such as moving from place to place create a lack of continuity in the information students acquire in school.

Zhi's story: Since coming from Shanghai in the second grade, this middle school student has moved from state to state various times. In spite of Zhi's many academic talents and the quality of teaching and learning available, family circumstances have placed Zhi and the teachers in a challenging situation. Teachers often struggle to engage ELLs in the process of acquiring the necessary academics to meet the standards when there are family and social issues beyond the scope of the classroom or the individual teacher.

High Stakes Testing: Much time, effort, and nervous energy is consumed due to requirements for ELLs to participate in standardized assessments. Test preparation (drills, practice, review) leaves less room for instruction that requires students to use critical thinking and high-order reasoning skills and strategies. ELLs spend one or two class periods with the ESL teacher or other support professionals and the rest of the day in the general education classes. During test prep, general education teachers most likely would not be supporting the language development of ELLs in their classes. What do these assessments really reveal about the abilities of ELLs?

Why Collaboration is Key to Addressing Academic Factors

Formal training for regular classroom teachers to meet the needs of these diverse learners is crucial yet woefully inadequate. When ESL have sufficient time to collaborate, they begin the

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process to change how curriculum and assessment is planned for ELLs. They can share knowledge and practices that can facilitate learning and devise assessments for ELLs that can accurately demonstrate what they have learned. ESL teachers can share their extensive knowledge base: distinction between academic and social language (Cummins 20001); impact age, motivation, attitude, confidence, classroom climate, and learning style have on second language acquisition; the new school culture, understanding academic expectations, discipline, formality, and social adjustment, and national and state standards for ELLs.

Challenges Teachers Face:

Collaborative practices among teachers and school cultures that promote professional learning communities are the best means for finding solutions to the growing demands of ELLs. Five most important reasons Teachers need to collaborate:

- Curriculum Continuity and Accessibility
- Differentiating Instruction
- Accountability
- Engaging the Families of ELLs
- Time Constraints

Challenges School Administrators Face:

- Program Compliance and Accountability (NCLB requirements)
- A Safe, Secure, and Culturally Responsive Environment
Safe- AASA recommends “ABC’s of school safety: Awareness, Balance Control. Culturally responsive environment– Ladson-Billings (1994. Importance of including student’s cultural framework as a reference in all aspects of learning
- Supervision, Evaluation, and Professional Development Bringing Out the Best in Teachers: What Effective Principals Do – Lase and Kirby (2009) (See p. 32)
- Considering, Responding to, and Balancing the Needs of all stakeholders
- Building Partnerships Collaborative team activities enable teachers to be a part of decision-making process in their schools.
- Creating a Positive School Culture (Deal and Peterson, 1999) the benefits of collaborative practices, a shared commitment to school improvement efforts, and a special focus on the diverse school population. Strong school leadership (Marzano, Waters, and McNulty, 2005) has 21 responsibilities. Nine most essential: the optimizer, offering affirmation, sharing ideals and beliefs, demonstrating situational awareness, having visibility, building relationships, enhancing communication, building culture (one of the most fundamental challenges and responsibilities school leaders face) , and offering input.

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Why Collaboration Is the Answer to the Demands

Teachers and Administrators Face:

Most teachers often work in isolation from each other. On the other hand collaboration allows teachers and administrators to build a learning community:

- Allows for “respecting, acknowledging, and capitalizing on differences in expertise” (Elmore, 2000)
- When school leadership is collaborative responsibilities and decision-making is shared in a more democratic fashion = distributed leadership (Spillane & Diamond, 2007). Multiple school community members’ knowledge and expertise in curriculum, instruction, and leadership capacities are used to make the school a more effective and nurturing place to be.
- Members of the school community work together effectively guided by shared norms, values, and principles. Teachers work collaboratively as they offer feedback and plan instruction, and participate in collegial discussions about how to continuously improve instruction and enhance the learning environment for all students.

Why Co-Teaching Is a Possible Answer to the Challenges

Teachers and Administrators Face:

An emerging line of research is documenting the impact of teacher collaboration and co-teaching on ELL learning. Pardini (2006): describes positive results wherein St Paul Public Schools in Minnesota, traditional ESL programs are completely replaced by a collaborative program model. ESL and general-education teachers team teach. NCTAF called attention to alarming possibility of more than half of educators may retire within the next five years, a possible solution is forming teacher teams, which would allow veteran teachers to stay on in part-time or consulting/mentoring roles as they team taught with novice teachers.

Research Support for Enhance ESL Service Delivery

A shared knowledge and understanding of both research and emerging empirical findings will help all educators in a school community to build a stronger academic program for ELLs. Ongoing, collaborative explorations of best practices engage educators in meaningful professional learning and result in positive change. Research in 10 areas is summarized in the Appendix. This information might help teachers to better understand the need for collaboration.

Administrators’ Role: Creating a School Community to Support Effective Instruction for ELLs

School leaders should:

- Create an inclusive, welcoming school learning community with shared vision of respect and acceptance of everyone’s cultural heritage and background.
- Build a professional learning community that continuously engages in collaborative inquiry on all students’ needs.
- Establish “flexible teaming” - both horizontal and vertical teams, as well as cross-disciplinary teamwork to support ELLs curricular/extra-curricular., & instructional needs.

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Chapter 3: Who Does Teacher Collaboration and ESL Co-Teaching Concern?

"We are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly. Martin Luther King, Jr."

Overview:

Authors presented vignette focused on the desire of teachers to engage in instructional dialogue with their students' other teachers. Finding time to engage in instructional dialogues, however, is challenging, prompting most teachers to not engage. Teacher isolation prevails in most schools.

It is important to identify all of the stakeholders when planning co-teaching for the sake of ELLs.

Today's students are very diverse in terms of gender, race, ethnicity, languages, sociology-economies, prior knowledge, prior academic schooling, range of learning styles, readiness levels, multiple intelligences, etc.

What benefits do students receive when teachers collaborate?

- more differentiated instruction
- more varied instructional materials
- more authentic assignments adapted to the needs of students at risk
- more instructional adaptations for at risk students
- fewer "pull-outs" so students can remain with their peers
- more individualized instruction
- enhanced social and emotional development due to a more keen awareness of the needs of their peers
- more opportunities to learn about and engage in cooperation
- more opportunities to observe cooperation, interaction and communication by observing their teachers as they collaborate/cooperate
- enhanced social and emotional development due to more interaction with peers
- more experiences with grade-appropriate content
- two teachers trained in different disciplines who have co-planned on their behalf
- alignment of content curriculum and standard with the language/ESL standards
- time for teachers to "bridge the gap" of their academic knowledge
- get their linguistic, cultural and academic needs address
- general education teacher will be exposed to best practices and norms of ESL
- ESL teacher will be exposed to general education norms
- reduce ELLs tendency to become voiceless and invisible

Keep in mind that all students should be prepared to welcome and accept their classmates. It is the teacher's responsibility to foster an environment in a co-teaching classroom wherein both

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teachers are equally respected, teachers take turns teaching lessons as well as supporting the development of a lesson.

Who are the ELLs? ELLs should be called Language Enriched Pupils.

State	ELL percentage of students
California	39
New Mexico	37
New York	28
Hawaii	27
Arizona and New Jersey	26

States that have experienced most recent ELL growth

State	Percentage of ELL growth
Nevada	193
Georgia	164
North Carolina	151
Utah	110
Arkansas	104
Oregon	103

Top languages of ELLs across United States: Spanish, Chinese, French, German, Tagalog, Vietnamese, Italian, Korean, Russian, Polish and Arabic.

Top 10 languages in New York State: Spanish, Urdu, Russian, Chinese, Haitian Creole, Bengali, Korean, Arabic, Polish, Albanian.

Language proficiency levels of ELLs: Across the US the number of English proficiency levels vary from beginners, intermediate and advanced to Low beginning, high beginning, low intermediate, high intermediate, Advanced. World-Class Instructional Design and Assessments (WIDA) uses entering, beginning, developing, expanding, bridging and reaching. The new TESOL standards focus on content-based ESL proficiency as well as focusing on 5 levels of proficiency.

Each ELL that enters our classrooms has a story--some horrific--many with challenges of language, alphabet, physical, emotional, displacement from parents or other relatives, political, boredom (ahead of their US peers academically but can't express it in English. It is important for teachers to understand the stories in order to better serve their students. Compiling a profile of their students helps. Teachers may ask:

What languages spoken, read, write

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What is the nature of their migration; unusual or traumatic experiences leading to or during immigration

What is educational background; beliefs concerning education

SIFE

What is cultural background; days of celebration

What is family situation?

Religious background

What are personal habits, interests, abilities, talents, and health, dietary?

What languages are spoken, read, written at home?

Identify receptive skills and level of native language proficiency

And there is so much more to discover!

Who are the teachers?

--across the US there are close to 4 million teachers in general education alone

--50% leave teaching within the first 5 years while 25% leave within 3 years

--in 2013 3.5 million additional teachers were needed yet low number of college students selecting education as a major

--challenges facing teachers: high-stakes assessments, ongoing test prep, increased accountability, mandated/scripted curricula, lack of planning time and resources

--presently there are many interruptions (although well-meaning) to a student's day: speech and language therapist, social workers, physical therapy, reading/math specialists, AIS, band, music, sports. This leads to a fragmented school day

What do collaborative teachers have to offer each other?

--**Pedagogical knowledge** (child development, learning process, instructional strategies, classroom management, organization for differentiated instruction)

--**Content expertise** (familiarity with curriculum, content and ESL standards, strategies to teach grade-appropriate content, anticipate areas of difficulty)

--**Second language acquisition** (BICS and CALP, stages of second language acquisition, reasonable expectations for ELLs, ideas to challenge students)

--**Cross cultural understanding** (immigrant experience, ELLs born in US and non-ELLs, culture of schooling in US, acculturation, and assimilation, bias)

--**Interpersonal skills** (communication skills, relationship building, encouragement, inspiration)

Teacher Assistants: across the US there are over 1.3 million TAs whose role ranges from direct instruction to clerical. Collaboration between teachers and assistants would help ELLs greatly: develop their skills, provide individualized instruction to ELLs, can provide native language instruction through the SIOP model, TAs should, of course, receive professional development.

Administrators interested in a Collaborative Model do the following:

--set common goals for the school

--establish common focus regarding ELLs

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- build a common language when referring to ELLs
- appropriate resources, human, time, financial, equipment, etc
- acknowledge and embrace teacher leaders
- provide professional development to staff at various stages of their ELL awareness and their skill in collaboration and co-teaching. Do not assume that knowing how to collaborate and co-teach is intrinsic.
- reach out beyond the school walls to the community to expand collaboration

Parents and community members as collaborators: National PTA established standards for effective parent involvement:

1. Meaningful Communication between home and school
2. Parental skills are promoted and supported
3. Parents play a key role in assisting their child's learning
4. Parents volunteer in their school and are welcomed
5. Parents are full partners in the decisions that affect children and families
6. Community resources are used to strengthen school, families and support student academic and social development

Motto: inform and be informed. Everyone wins, especially ELLs.

Administrator's role: Developing and sustaining a collaborative school culture

Decision making model suggested by Doug Reeves (2006)

Level 1: teachers make decisions behind closed classroom doors as to collaborate, co-teach or not.

Level 2: collaborative decision making. Teachers identify and solve problems as a team. They decide about co-teaching, etc.

Level 3: school administrators make decisions about non-instructional issues such as school safety and security

Collaborative school culture for ELLs: collaborative vision, beliefs and values are shared, common purpose is articulated and implemented. Curricula is aligned to state and national standards, research-based instructional practices are implemented consistently, there is shared instructional planning, teaching and assessing, ongoing professional development and student-centered approach in every aspect of the school organization.

A collaborative school culture is the result of shared responsibility/accountability. There are common, achievable and measurable school goals arrived at through a collaborative process. A collaborative school culture takes time, patience and persistence to develop.

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**Chapter 4: What Are the Essential Components of an Integrated,
 Collaborative ESL Program?**

Overview

This chapter focuses on the collaborative practices that ESL and mainstream teachers engage in and the different types of collaborations that exist among them that result in effective instruction to meet the needs of ELLs. In addition, seven co-teaching models are examined including the advantages and challenges of each. Finally, the steps to creating a collaborative ESL program, including launching a co-teaching program, are discussed.

Informal and Formal Collaborative Practices

Teachers make efforts to exchange information about students and their instructional needs, including problems and successes with specific children. However, while informal interactions keep teachers connected, they do not support sustained, professional collaboration. In order for successful collaborations to occur, formal structures and procedures must also be developed, implemented, and maintained. Such formal collaborative practices may have a direct instructional or non-instructional focus.

Instructional Activities	
Joint planning	ESL and mainstream teachers participate in grade-level, team or department meetings and are involved in the planning process.
Curriculum mapping and alignment	Four types of information are included in curriculum mapping and alignment: <ul style="list-style-type: none"> • The content (essential knowledge taught) • The processes and skills used to teach the content • The assessment tools • Key resources used resulting in instruction in the content classes becoming more meaning for ELLs.
Parallel teaching	Since ESL services are often provided in the form of a free-standing, pull-out program, ESL and mainstream teachers should coordinate the objectives of their lessons.
Co-developing instructional materials	ESL and mainstream teachers collaborate in not only creating lesson or unit plans, but also in developing instructional materials, resources, activity sheets, in-class and homework assignments, and assessment tools, with ELLs' needs in mind.
Collaborative assessment of student work	ESL and mainstream teachers collaboratively focus on each ELL's strengths and weaknesses and identify appropriate strategies to respond to patterns of learning problems.
Co-teaching as a Framework for	Key factors that are necessary to address the unique academic, cultural, and linguistic characteristics and needs of ELLs in an ESL co-teaching

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Sustained Teacher Collaboration	context are: shared philosophy of teaching; collaborative practice; cross-cultural and interpersonal skills; bridging and building content knowledge; consistent and support teacher behaviors; and linguistic adaptations.
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Co-Teaching Models

Below are six co-teaching models where the partnering teachers share the Responsibility for planning instruction, implementing the lessons, and assessing student performance and outcome. ELLs in these classrooms will have the opportunity to work with students who have various academic and English language proficiency capabilities. It enhances ELLs’ understanding of English while they are learning content.

Model 1: One Group: One Lead Teacher and One Teacher “Teaching on Purpose”

The lead teacher (mainstream teacher) does not always assume the lead role nor does the ESL teacher always serve the role of “teaching on purpose” (e.g., giving short, focused mini-lessons to individual students, pairs of students, or a small group of students). The benefits are that the curriculum is accessible to all students, and they receive equal benchmark instruction. ELLs receive the individualized attention they need and their understanding is constantly being monitored.

Model 2: One Group: Two Teachers Teach Same Content

Two teachers direct the whole class of students and teach the same lesson at the same time. The mainstream teacher presents a lesson, and the ESL teacher interjects with examples, explanations, and extensions of the key ideas. When done well, it is very effective.

Model 3: One Group: One Teaches, One Assesses

Two teachers conduct the same lesson; however, one teacher takes the lead, and the other teacher circulates around the room and assesses targeted students through observations, checklists, and anecdotal records. There are many opportunities to collect authentic data and the observing teacher can focus on specific subskills.

Model 4: Two Groups: Two Teachers Teach Same Content

Each teacher works with one of two heterogeneous groups in order to provide additional opportunities for students in each group to interact, provide answers, and to have their responses monitored by the teacher. One of the benefits of this Model is that it allows for more teacher-to-student and student-to-student interactions due to a lower student-teacher ratio.

Model 5: Two Groups: One Teacher Pre-teaches, One Teacher Teaches Alternative Information

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Teachers assign students to one of two groups, based on their readiness levels related to a designated topic or skill. One teacher will work with students who have limited prior knowledge of the target content or skill in order to bridge the gap in their background knowledge, and the other teacher will work with students who do have prior knowledge of the topic or skill. One of the challenges is that the time allowed for pre-teaching information might cause some students to receive a less rigorous curriculum.

Model 6: Two Groups: One Teacher Re-teaches, One Teacher Teaches Alternative Information

Teachers assign students to one of two groups based on their levels of knowledge and skills regarding the designated topic. One teacher will focus on previously presented material and offer the group an opportunity for reinforcement. As the topics and skills that are addressed change, so does the group composition.

Model 7: Multiple Groups: Two Teachers Monitor and Teach

This is a multiple-group format that allows all or most students to work in either heterogeneous or homogeneous groups, with selected students grouped for specific, skills-based instruction. This model requires a lot of pre-planning and organization.

Non-instructional Activities	
Joint professional development	ESL and mainstream teachers participate in joint PD that allow them to share experiences, voice their concerns, and get feedback and responses from other colleagues. They can then conduct turn-key training in their school teachers who did not attend the training. ESL and mainstream teachers can also participate in the following collaborations in their school: collegial circles, peer observations, and collaborative coaching/mentoring.
Teacher research	ESL and mainstream teachers engage in classroom-based practitioner research by creating and participating in research and development teams, collaborative inquiry groups, and lesson study teams. The goal is to improve the quality of instruction and learning, while assessing and documenting teacher learning.
Preparing for and conducting joint parent-teacher conferences	ESL and mainstream teachers observe each ELL's behavior, attitudes, and overall academic performance and record this information. They collaboratively write progress reports on a regular basis after reviewing student work samples, portfolios, and test scores. The reports assess each ELL's linguistic and academic progress and the areas of strengths and weaknesses are identified to direct instruction and to share with families for support at home.
Planning, facilitating, or participating in other extracurricular activities	Jointly preparing and facilitating parent outreach and family involvement programs, as well as other community-based organizations and activities.

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Administrators' Role: Creating Collaborative Opportunities and Supporting Collaborative Efforts

Administrators play a critical role in providing opportunities and resources for teacher collaboration and co-teaching practices to develop and thrive. Administrators can also show their support for collaborative practices by practicing collaboration.

The key components of an integrated, collaborative model for providing ESL services are:

1. Interdisciplinary cross-dependent conversations
2. Common planning opportunities
3. Shared classroom experiences
4. Individual and shared reflection and inquiry
5. Administrative support and feedback

Summary

When ESL and mainstream teachers collaborate, they share their skills about delivering a lesson, meet the challenges, and enjoy the rewards of helping ELLs. This results in ELLs becoming integrated into the classroom, the school and the larger society.

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Chapter 5: How Do Teachers Plan, Instruct, and Assess ELLs Collaboratively?

All educators must be cognizant of the importance of planning, instructing and assessing ELLs collaboratively. We must understand how second language acquisition occurs and the strategies that will ultimately help ELLs accomplish long and short-term goals based on data results (informal and formal).

A school commitment to provide the time and support is essential. The on-going conversations during this time will lead to a deeper awareness and understanding of student data outcomes (informal and formal), the next instructional steps and on-going student progress.

The following topics will provide insights for on-going communication and teacher collaboration.

1. Organizational techniques for ESL specialists, general education teachers and school administrators to implement:

- a) Collaborative practices: Collaboration refers to how the teaching team will carry out a specific task or activity. To begin the leadership team sets the collaborative stage by defining and implementing **informal and scheduled formal activities** (grade, subject and/or committee meetings), so that collaborative conversations can occur for the purpose of working towards common goals, decision-making, responsibilities, resources, sharing expertise that will ultimately benefit ELL students.
- b) Co-teaching practices: After Co-planning partners/team have been identified, discussions on each member's unique and needed expertise is shared. Review the co-teaching models available and discuss how and where it will be implemented.

2. Frameworks for:

- a) Creating collaborative teams: p95
 - Identify the members of the co-planning partnership. A common practice is to develop a core team, which generally involves the classroom teacher and the ESL teacher.
 - The core team can also involve general and special education teachers, paraprofessionals (mono/bilingual) and administrators. The core team should represent the different teaching specialties that service ELLs in each particular school. Their respective input provides specific individual student learning insights and support in planning for them. (e.g. reading programs , ongoing learning assessments, instruction guidance beyond second language acquisition.)
 - Administrators need to keep informed. Depending on their leadership style they may either be part of the process or provide feedback on written lesson plans.

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b) Engaging in collaborative planning: p96

“An important matter to consider is who is initiating the co-teaching and co-planning strategy.”

Administrators must provide the support for the top down approach if directives/mandates have been established. The alternative bottom up approach may be an individual teacher/s who establishes a cooperative plan with one or more colleagues.

Using the planning time effectively to discuss standards, assessments, accommodations /modifications; instructional strategies; and logistics will especially enhance the skills and strategies teachers use for instructing ELLs in the general and special education classroom.

“Recommendations for start-up steps are:

- Start small while considering the BIG picture
- Begin with a simple dialogue among teachers
- Choose one teacher with whom to collaborate
- Think creatively!”
-

See pages 96-97 Figure 5.2 for more specific guidelines on how to accomplish each step.

c) Initiating, maintaining, as well as redefining co-teaching practices: p97-100

Co-teaching practices will be determined after a review of the following:

- Examining Student Data: To establish goals and objectives, a review of state as well as current class, observations and other formal and informal assessments will help determine the next instructional steps to inform the individual student needs. The information of the various assessments will provide information to guide general /special ed. teachers and ESL teachers.
- Identifying Educational Objectives: Once individual needs have been established, decisions must be made as to the source from which lesson objectives are developed for ELLs. The following questions must be discussed and determined:
 - Will objectives be based on the specific academic subject matter or on broader objectives such as those stated in the State standards?
 - How will language-learning objectives be addressed?
On page 98, Figure 5.3 template will help teachers co-plan the weekly focus and how topics will be addressed. “The general education teacher

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primarily provides the content objectives, and the ESL teacher supports the lesson through language objectives.

On page 99, Figure 5.4 template illustrates how content and language objects can be designated using each teacher's expertise. The content objectives will state what students will be able to do. The language objectives will state how this will be achieved.

- Sharing Cultural Information: "ESL teachers can provide insights to:
 - Problems or difficulties a student is having in the general education classroom. Students from other countries may have different expectations and concerns as far as what a school environment should be and how teachers and students should act.
 - Both teachers and students to understand the unique features of different cultural backgrounds and how to best work with these youngsters and their families."
- Understanding Students' Social and Emotional Well-Being:

"ESL teachers are extensively prepared in cross cultural awareness and the current immigrant experience. They can guide the general education teachers on what expectations they should hold for their newcomer students with respect to their class participation, homework completion, and attendance.

Creating a sensitive, nurturing, and culturally responsive learning environment will help the newcomer students get through culture shock and adjust to the new culture, norms and expectations of the society, as well as, the school."

On page 100, Table 5.1 will help in reflecting on the do's and don'ts of collaborating.

3. The role technology tools plays in teacher collaboration: p101-103

Technology is the next best thing to being there! When scheduling of time is problematic, teachers have technological choices that will help keep the communication and collaboration ball rolling.

- Email: Teachers can plan and share their weekly lessons and ideas via email.
- Blogs: Blogs can take many forms. In addition to online journals, the world community can share opinions and commentaries. Teachers can use blogs to exchange ideas, share personal knowledge, assist in instructional problem solving and network with educators regardless of geographic location.

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- Wikis: “Wikis are online encyclopedias designed to allow anyone to contribute or modify its content.
Teachers can use wikis to collaboratively work on curriculum content or lesson planning instead of emailing and attaching documents back and forth.
Wikis can serve as a collective of grade-level or subject-level materials, curriculum maps and information for all teachers to use in their planning for ELLs. “
- Vignette Revisited: Texting is given a new purpose. Teachers may choose to coordinate instruction for mutual ELLs as was the example given for this vignette on page 102-103.

Technology allows teachers to get creative with the technological choices available to create additional convenient times to communicate, plan, discuss student progress etc.

4. Co-Teaching for Powerful Instruction: p103-104

- Roles and Responsibilities: Identifying individual tasks and responsibility of each teacher will help create successful classroom experiences for all students. The roles can be flexible and interchangeable to ensure parity and support for ELLs. The teacher functions (leader, supporter, techie, scribe, illustrator and evaluator) are decided according to the co-teaching team’s chosen model of instruction for particular lessons. (See Ch. 4)
- Co-Teaching Competencies: Everyone on the co-teaching team must have a thorough understanding of the selected co-teaching model.

Co-Teaching models can also be flexible at different times or on different days.

Keep in mind that “innovative planning methods need to be devised to ensure collaborative objectives are met.” (See #3 Role of Technology)

- ESL Co-Teaching 101: A Quick-Start Guide p104-108
 - Start by doing what you know best! Use successful lessons in one teacher classroom and be prepared to try those in a co-taught setting.
 - Identify common grade appropriate, content-based objectives. ELLs will learn material in an adapted format.
 - Establish teacher parity by both teachers standing in front of the classroom beginning each lesson. Strategies to complement lesson objectives can be: graphic organizers, role-playing, read aloud (Teacher 1) think aloud (Teacher 2) commenting on what Teacher 1 just read.
 - One teacher introduces information; the other teacher clarifies, illustrates, writes, shows pictures, realia (real-life object) and/ or asks questions.

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- Teach a rhyme, use poetry or finger plays, sing a song or play music, or involve everyone in a game.
- Take turns talking (learn to take signals from each other).

Obviously, selection as to what and how a lesson will be delivered is discussed during planning and before instruction. Instructional clarity is key to successful student learning experiences.

Student grouping configuration decisions are also made during the planning stage. The configurations allows for specific additional support, scaffolding, pre and re-teaching during the guided section of the lesson.

The last section of the lesson brings the class together for debriefing. This can be done in different ways: Groups can take turns sharing ideas and product; outcomes of learning etc., teachers can take turns asking review questions, teachers can play a closure game, Teachers can use some type of exit activity. The debriefing provides additional opportunities for students to articulate the activity and reinforces language development.

Informal assessment of student learning is also achieved. Teachers should reflect on the teaching activity discuss and jot down what worked and how to improve upon it as the next instructional step.

- How to Manage a Co-Teaching Situation: p106-107
Table 5.2 is a summary chart that represents the ESL perspective. It shows what can each teacher do as he or she engages in the various stages of a co-taught lesson.
The three title headings are:
 - When the Classroom Teacher is Doing This
 - The ESL Teacher is Doing This
 - Benefits of Collaboration

Under the first title, possible teacher activities are listed with the corresponding possible activity for the ESL teacher listed in the second column and benefits of collaboration for each stated activity in the third column.

- How to Achieve Co-Teaching Success: p107-108
Co-Teaching can be accomplished when teachers acquire effective skills and generate lesson through collaboration. Strategies for initiating co-teaching programs:
 - Initiate a pilot program; secure administrative and peer support
 - Engage in informal and formal explorations of co-teaching with colleagues who might be potential co-teachers.
 - Request formal training in co-teaching practices
 - Secure ongoing support in the form of mentoring, coaching, or establishing a collegial circle.

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- With a partner choose a model of instruction and experiment with its practicality.
- Establish routines and clearly defined expectations.
- Once a co-teaching relationship has been established, select a model of instruction taking into consideration teacher rapport and teaching styles.
- Document and share your successes.

5. Suggestions on how to assess ELLs cooperatively: p108-109

Collaborative assessment for ELLs' linguistic, academic, and social development incorporates the use of a variety of data to determine student progress.

Consider the following recommendations for student assessment:

- Use multiple, varied assessment measure to show student competence of a skill or content area
- Develop a portfolio assessment system
- Scaffold assessments tasks by incorporating visuals, graphic organizers, reduced linguistic content, simplified direction
- Permit student to use dictionaries, glossaries, student notes, other resources
- Schedule additional time for students to complete assessment tasks
- Plan opportunities for individual student conferences and small group assessment techniques.
- Keep teacher observation notes and periodically compare them with your colleagues
- Offer students opportunities to reflect on and evaluate their own content based and linguistic performance and progress.
- Develop tools such as checklists, rubrics, and rating scales for teacher to gather ongoing student assessment data and for students to self assess

6. Administrators' Role: Effective Management of Resources p109

For successful implementation of educators' collaborative efforts, the following recommendations should be considered by administration:

- Establish common planning time
- Use staff development days to evaluate progress and establish long term goals
- Hire substitute teachers to provide release time for teacher to collaborate during the school day
- Allow teachers time to plan during faculty meetings
- Schedule meetings for collaborative partners during special student programming (e.g. assemblies)

Remember a combined team effort is necessary for effective Collaboration and Co-Teaching of English Language Learners.

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Chapter 6: When Do Teachers and ESL Specialists Collaborate and Co-Teach?

Overview:

Lack of time is often a major factor in impeding consistent and meaningful professional conversations and other collaborative opportunities. This chapter identifies time frames collaboration can take place successfully and suggests how to ensure adequate time for collaboration and co-teaching.

Voices from the field:

At a 3pm Wednesday afternoon grade meeting, an ESL teacher joins a sixth-grade interdisciplinary team meeting as the principal outlines what needs to be done and directs grade-level teams to set their own agendas. The team discusses standardized-test preparation, parent-teacher conference schedules, and report card comments. The ESL teacher raises his concerns regarding the inconsistent manner in which ELLs are assessed and their progress is reported to parents.

Vignette Reflection:

This highlights apprehension and frustration teachers face when they need to disclose serious issues about their particular disciplines to their colleagues. Monthly faculty conferences allow for housekeeping issues and rarely are adequate forums to discuss content curriculum or innovative practices for ELLs. Weekly meetings may be devoted to grade-level or other staff development, little time is scheduled for teachers to collaborate regarding the education of ELLs. Pooling their resources and talents- content knowledge, cultural insights, materials, techniques, understanding of second language acquisition- would help ensure success for ELLs. This vignette illustrates that in order to accomplish effective communication, goals, a clear purpose, and guidelines need to be established. Agendas need to be set with all members in mind, along with administrative support to schedule the necessary time to accomplish objectives and produce the intended outcomes.

Time and Structure for Team Work

Interdisciplinary teams share their teaching craft along with skill and content objectives across the curriculum to enhance continuity of instruction. Collaborative team members need to develop cooperation, shared purpose, provide equal footing for all members in regards to agenda and group discussions. Administrators and teams must ensure that meetings are structured for the best use of time and that all members have an equal say in sharing their concerns, ideas, feelings, and personal beliefs.

Creating Teams for Collaboration

Subject specialists are often not permanent members of an interdisciplinary team, but rather rotate among different team meetings. This does not allow for bonding and developing relationships leading to acceptance and valued as contributing members. In turn, communication is negatively impacted and specialists' ideas and concerns minimized. They

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may be used as a resource for information when clarification is needed about an issue, yet they are not expected to fully participate in the group. They may, therefore, be underused, valuable expertise is lost, restricting the scope of the collaborative meetings and reaping fewer benefits.

Setting a Purpose for Collaboration

The purpose of collaboration must be set; the rationale must be identified, before setting time to meet.

Finite Collaboration

Finite collaborative practices may include broad topics which may be accomplished during general faculty meetings or on specific staff development days. Activities may also include small-scale ideas shared during teacher preparation periods, lunchtime meetings, or brief hallway conferences. Targeted PD for specific purposes can be the stimulus for meaningful change in teaching and learning if the right approach is taken. See an example of Finite Collaboration on Page 115.

Ongoing Collaboration

Continuous collaborative effort is necessary to implement innovative practices successfully (such as, co-teaching ELLs, in-class coaching, mentoring, reciprocal classroom observations, or specific study groups to increase understanding of ELLs).

More time is needed for this kind of collaboration. Some schools built this time into the daily class schedules:

- *Grade-level planning meetings:* general education and ESL teachers, joined by other specialists meet daily or weekly to discuss curriculum, planning, and student assessment data and work to facilitate co-teaching for ELLs.
- *Content-area planning teams:* ESL teachers meet on a weekly or monthly basis with specialists segregated by subject (ELA, Math, Sci, SS) to align curriculum and standards for ELLs and share instructional strategies.
- *Cross-grade planning teams:* Once per month or at specific intervals throughout the year, multigrade team meetings to familiarize teachers with curriculum above and below their level and to better understand upcoming standardized assessments.
- *ELL Planning teams:* ESL specialists meet weekly or bi-weekly to discuss their successes and challenges with co-teaching, curricular demands, student learning difficulties, use of innovations and techniques with ELLs.

A table gives various types of information teams may share.

Table 6.1 provides a framework for ongoing collaboration.

Contractual issues, or concerns regarding community support, or reluctance to change amount of time with students prevent some districts from altering teachers' schedules. Yet schools that value collaborative practices find creative ways to schedule meetings.

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Time for Reflection

Teachers are encouraged to reflect upon their practices, revisit what they have learned, share their experiences, and obtain insight into their own teaching. Teams should include periodic reflection. A table on page 117 provides an example of ongoing collaboration.

Two Observations of Ongoing Collaboration

Effective Ongoing Collaboration: Teachers Plan Instruction for ELLs

A group of Third Grade teachers with their shared ESL teacher met during a scheduled period each week with the purpose of planning differentiated learning for all their students. Sharing expertise, they engaged in conversations about their students' abilities, tried to match activities appropriate to each level of instruction, and remained on task until the lessons were completed.

Collaboration Pitfalls: When Time to Collaborate Fails to Yield Desired Results

The same task was faced by a group of three Kg teachers, an ESL and a student teacher. They moved from topic to topic, engaged in conversations ranging from housekeeping issues to curriculum activities, personal discussions. They then focused on creating differentiated lessons, With 10 minutes left in the session; they shared with each other ways to differentiate the established lesson.

Time to Meet not the Only Issue

In both groups, teachers established strong relationships, yet one set of teachers was able to focus on the intended planning task while the other accomplished it in amore superficial way. Just providing the necessary time does not lead to the desired outcomes. Without a clear understanding and a strong buy-in to its purpose and beliefs, teachers will focus on superficial goals instead of engaging in activities that are meaningful to the group as a whole. Is time a major obstacle to effective communication among teachers?

A Remedy for Time Limitations: Conversation Protocols

One way to make the best use of allotted time to discuss workplace issues is to use specific formats for structured conversations that allow for a clear, common focus of discourse and provide guidelines for all members' participation. Specify each group member's time frame for speaking and the precise subject matter to be addressed. This assures that everyone is heard and prevents going off on tangents. Table 6.2 is an example of a conversation protocol that can be used for co-teaching partners to reflect on their classroom practices. Various changes and events lead ESL teachers to forge new relationships or begin new conversations with additional colleagues to strategize and plan for ELL instruction.

Table 6.3 illustrates the many conversation topics that can be facilitated by conversation protocols for newly formed or ongoing collaborative or co-teaching partners.

When Do Collaborative Teams Meet?

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Teaching can be divided into three parts- lesson planning, delivery, and personal reflection (Love, 2009). However, time for planning and reflection, as part of ongoing practices with colleagues, is minimally scheduled into the school day, viewing student-teacher contact time to be the key for increased academic success. A growing number of research indicating positive relationships between teacher collaboration and increased student achievement (Goddard& Tschannen-Moran, 2007, Louis, Marks & Kruse, 1996) are beginning to lay the foundation for a change of attitude toward collaborative practices. Although many teachers collaborate informally, in the hallway, lunchtime, in the classroom when students are engaged in an activity, or waiting to use the restroom, teachers indicate that the best time is when schedules reflect formal opportunities to work together. Formally, their efforts have resulted in more successful lesson delivery.

Finding Time during the School Day

Several obstacles can challenge teachers interested in coordination, but the most pressing one is lack of time to implement collaboration and co-teaching schemes. Often when scheduled, it's at the end of the day when energy levels are low (let's get this over with attitude), overall quality can be reduced, can quell teacher enthusiasm and prevent the enhancement of instructional routines, settings, resources, and strategies to benefit ELLs. Table 6.4 suggests ways to facilitate scheduled time for collaborative teams to meet during the school day: adjust schedules, provide incentives, use resources more efficiently, find time during class hiatus. (Love, 2009; Villa, Thousand, & Nevin, 2008)

Expectations for Teacher Collaboration

Vignette Revisited

The ESL teacher sat quietly for the rest of the meeting. The Science teacher comes over to him to apologize and express that she understands his concerns and frustrations; but, she and the others are concerned about the state content area assessments and must discuss many other matters. Unfortunately the time is short and the agenda too long.

Vignette Reflection:

It's apparent that the ESL teacher is not considered an equal partner during this group's collaboration time. The specialist's purpose is finite in a collaborative effort that is ongoing. He is not constant factor in the group, the team functions with or without his input.

Equity in Collaboration

All participants must have the desire to make collaboration work.

- Define each member's purpose as finite and ongoing.
- Explore topics that meet the needs of marginalized students.
- Share your personal expertise with one another.
- Identify the desired outcomes.
- Recognize each member's role in the collaborative process.
- Evaluate your efforts.

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When the purpose and expectations for collaboration are set, administrators and teachers can develop time frames for collaboration to take place. Table 6.5 illustrates various topics for teacher collaboration with possible time frames to accomplish the task.

- Examine beliefs and assumptions about ELLs
- Improve instructional planning for ELLs
- Adapt resources for test preparation
- Lesson preparation and planning for co-teaching
- Identify obstacles to collaboration scheduling
- Resolving issues in collaborative practices

Facilitating Factors for Scheduling Co-Taught Classes

When organizing ESL lessons or activities in general-education classrooms, the following should be considered before scheduling takes place:

1. Student clustering
2. General education teacher volunteers
3. Class configurations to use co-teaching models
4. Full or part-day ESL co-teaching
 - Remain in one general-education classroom the entire day,
 - Follow the ELL group from classroom to classroom and co-teach with various content area teachers,
 - Co-teaching more than one grade level, or
 - Provide ESL services through a combination of co-teaching and pull-out programs.

Part-Day ESL Co-Teaching

The ESL teacher spends part of the school day co-teaching with one or more general-education teachers and the rest of the day in pull-out instruction for ELLs. Table 6.6 provides a sample elementary school part-day co-teaching schedule. Table 6.8 identifies a middle school schedule. Table 6.7 provides a schedule for part-day co-teaching for specific content area.

Time Management in a Co-Taught Classroom

Co-taught lessons may require additional time initially. Planning of content is important as well as planning to jointly develop guidelines for classroom time management to ensure lessons run smoothly. Teaching teams must estimate the time planned-learning activities will take and adhere to the identified time frames- adequate time for instruction, group and individual learning, evaluation, and debriefing. It is also necessary to be flexible if certain activities take longer than anticipated.

Some potential topics for discussion with fellow co-teachers:

- Punctuality Respect for each other's time
- Routines and rituals Class rules and management
- Student mobility Procedures for breaks, materials, sharpen pencils

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- Transition strategies Ways for student feedback, discipline

Administrators' Role: Scheduling and Supporting Collaborative and Co-Teaching Practices

When questioned ESL teachers voice the same concerns: administrators need to recognize the benefits of co-teaching and the need to provide the necessary time for collaboration. Although a majority of teachers may be requesting time to have professional conversations, limited resources (money, personnel, PD, time) may impede immediate implementation or commitment to a long-term plan. Contractual and union issues may need to be negotiated. Some opportunities for collaborative practice may take place immediately, while others are developed and implemented over time. Administrators need to focus on collaboration as a priority, keep the faculty informed, and make every effort for an overall plan that addresses teachers' need for time. The key features for establishing the collaboration time frame for the benefit of ELLs are:

1. A strong, articulated commitment to the practice of schoolwide collaboration, conjoined efforts, and a timeline for the initiative
2. A comprehensive plan with clearly identified incremental goals for both finite and ongoing collaboration
3. Continuous PD activities on teacher collaboration for administrators and teachers to build capacity and to improve the quality of teacher collaboration and co-teaching practices
4. Time devoted to evaluate established collaborative practices as they unfold

Summary

This chapter presented challenges and possible solutions to find the necessary time for establishing effective collaborative practices. Specific strategies to manage time constraints were outlined, identifying the purposes of collaboration and their related time frames, creating strong partnerships, and establishing scheduled time for both collaboration and co-teaching activities. Determining specific time demands along with accompanying resolutions will ensure the institution of regular collaborative practices and co-teaching instruction.

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Chapter 7: Where Do ESL Specialists Collaborate and Co-Teach?

This chapter explores the possibilities of using formal and informal shared spaces for instructional planning and offers strategies to maximize shared classroom space for co-teaching purposes. Organizational tips and suggestions for creative classroom design and classroom management are also presented.

Teacher collaboration is essential to all schools' general success, especially for English language programs that serve ELLs. In order to create an environment that is conducive to effective teacher collaboration, schools may wish to start by examining their school culture.

Collaboration provides teachers with a common ground for meeting the needs of ELLs. It also becomes the vehicle for change and an effective process within a school culture that supports all learners' academic success. It is important for teachers to believe that they each have some input and influence on what is important, useful, and valued within their school organization. In this way, the school culture will reflect not only the common goals of administrators but of teachers as well. If teacher collaboration is recognized as a valuable practice, the necessary resources will be made available to make it a reality.

Certain school cultures tend to marginalize their ELL population along with the programs that are designed to meet their educational needs. In fact, some ESL teachers have reported that they also feel marginalized and that they wish their students would have access to resources such as classroom aides, suitable textbooks, and supportive technology that are available to other student populations.

At times, a school's culture may need to be revitalized in order for teacher collaboration to take place most effectively. This does not happen overnight. It takes much time, patience, and nurturing to develop the necessary trust, understanding, and acceptance for quality teacher collaboration to occur.

Collaborating Outside the Classroom (P.133)

Teacher collaboration takes many forms, and within a week's time in any school building, teachers will be involved in a number of different collaborative practices. Some of these might be one teacher talking to another in the hallway or have a quick chat between classes. Although a hallway is not the ideal setting for collaborative conversations, informal spaces can play an important role in the overall collaborative process.

Formally planned meetings will require a different type of meeting space. Will grade-level meetings, structured department meetings, professional development or technology workshops, and faculty meetings that provide whole-group or small-group discussion all be held in the same place?

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Physical Spaces (P. 134)

Faculty rooms, staff cafeterias, all-purpose rooms, and department offices can all be put to good use for collaboration.

Informal Spaces

- School entrance and exit areas
- Hallways
- Main office
- Playground and recess area
- Water Cooler or coffee pot
- Teachers' lounge

These informal spaces limit the type of professional conversations that can take place. One must be careful when discussing individual students or confidential matters in public or shared spaces.

Formal Spaces

Areas of school buildings that do not house students are precious commodities. If members of a school or district value collaboration, mechanisms will be in place for it to occur regularly. Here are a few examples:

One School's Vision: The Literacy Suite

The principal had a vision for a specialized literacy location where teachers would be able to find classroom resources to assist their literacy lesson planning and be able to have regular meetings with the district's literacy coach. Both her vision and the hard work of several teachers produced the Literacy Suite, a room filled with leveled, guided reading material, big books, reader's theater script, and professional literature. This room also blossomed into a centralized meeting place for teachers to collaborate. This space is half the size of a regular classroom. Teachers contributed materials for student learning in the form of class packs of novels, expository text sets, professional books, and journals, and portable technology. Other materials for the lending library were purchased with budgeted funds. In addition, school personnel chipped in to buy a state-of-the-art beverage maker that brews individual servings of coffee and tea.

Whether it is during their prep periods, lunch breaks, or time before and after school, teachers frequent the Literacy Suite to "shop" for new materials, get quick advice from the literacy coach, or grab their favorite hot beverage. It is a place where groups of teachers eat lunch together, share ideas, and help each other plan lessons.

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Another School's Vision: The Book Room (P.135)

The Cordello Avenue School in Central Islip, NY, has a special place called the Book Room. This room is neatly organized with floor-to-ceiling book shelves all around the perimeter of the room. The shelves contain literacy, content-based, and ESL resources on all grade levels taught in the building. The room was established in 2001, as a mandate to their Literacy Collaborative Initiative.

The Book Room is accessible to all teachers and has an organized policy for borrowing books. Specific needs of ELLs are addressed via a book selection that simultaneously acknowledges language needs as well as the importance of providing culturally rich and diverse literature. There are numerous volumes of leveled books. There is a large selection of shared reading books and recommended read-alouds for beginner ELLs. The resources in this room have been carefully collected, organized, and reviewed over the years by a committee to make sure all subject matter content and essential skills are supported with multiple and varied instructional resources.

A Third Example of Shared Space: A High School Study Center

The William A. Shine Great Neck High School in NY, has a unique place for ELLs and teacher collaboration. More than 10 years ago, the administration of the school decided to create a Study Center where various academic labs throughout the building were centralized in one location. Over the years, the Center evolved to a program staffed by 11 qualified teachers and teaching assistants. The teachers rotate through a schedule designed to provide support in math, science, social studies, and English each period throughout the day and before and after school. In addition, two reading teachers and two ESL teachers are part of the team. They share the same work space with students, creating an atmosphere where serious academic work takes place. For this reason, collaboration among Center teachers and communication with classroom teachers, guidance counselors, administrators, and other support staff is an ongoing process. This collaboration, both formal and informal, is key to the success of this program.

Virtual Spaces (P. 136)

There are Web sites where you can access virtual tools to conduct meetings on the Web; some are available at no cost. Anyone with access to a desktop computer easily can connect to a virtual meeting location. Some Web sites even offer secure meeting sites so that confidentiality is assured. These virtual meeting spaces allow participants to present information, share documents, and collaborate in a way that can be equally as effective as a face-to-face meeting.

A quick search for free Web-based chat software will yield many options for teachers to explore. The "Messenger" feature of numerous Internet service providers also provides chat rooms for group discussions, file transfers, photo sharing, and even audio and video capabilities to enhance the online collaborative experience. Colleagues can identify a convenient time to

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conduct their meetings from their desktop. Another online tool, Google Docs. Allows groups to collaborate and share their work online. Documents such as lesson plans, curriculum maps, and student reports can be uploaded to a secure location on the Internet. Anyone with permission may access the documents from any computer as well as edit and share changes to the documents in real time.

Virtual Meetings Without Technology

Here is another type of virtual meeting that can be conducted without large blocks of time, meeting space, or technology. This can be done by the use of paper and interoffice mail. This type of virtual meeting requires little time and commitment on the part of group members, yet most participants can contribute to the process within the confines of the school day. It provides opportunities for a variety of staff members to offer their suggestions and advice to those who may have special concerns.

An example is:

- 1- Faculty and staff join a collaborative team. Teams may consist of administrators, general-education teachers, ESL and bilingual teachers, psychologists, social workers, special educators, and support staff.
- 2- A team member selects a topic for discussion. It may be a grade-level, content-area, or special-subject concern. The issue may focus on classroom and behavior management or a problem with a particular student.
- 3- One team member starts the virtual meeting by filling out a summary of the issue on a standard form developed specifically for this purpose. The same team member duplicates the form and sends it to all team members via interoffice mail.
- 4- All team members return their forms to the person who initiated the process by the date indicated on the form. All forms are then duplicated and copies are sent to all team members.

Virtual Meetings Via E-Mail

Some schools have embraced the paperless version of virtual meetings with the intent to “go green”. This can be accomplished in a low-tech fashion by using interoffice e-mail protocols. Here, a member can initiate the meeting by writing one e-mail message with the completed form attached and sends it to the team members. The team members may return their feedback electronically to all participants, eliminating the need for duplicating messages. This version is useful in schools where all collaborative partners have easy, in-school access to a personal computer. Everyone involved should also have an official school e-mail address because some faculty and staff may not want to provide information regarding their personal e-mail accounts.

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Collaboration Inside the Classroom (P. 139)

Generally speaking, teachers are accustomed to having their classrooms as their domain and take comfort in the control they have over their workspace. They set their own class routine, arrange student seating to suit their lesson ideas, and decide what to teach, where to teach it, and when activities will take place within school policy guidelines. However, when ESL and general-education teachers work together and share the same classroom, there is a different dynamic. Deciding where and how instruction occurs involves careful planning, negotiation, practice, assessment, reflection, and adjustment between those responsible for a co-taught classroom.

Sharing Classroom Space (P. 140)

Teacher collaboration can have a tremendous influence over the way instruction is delivered for ELLs and a great impact on how these students are regarded. It involves sharing student information, lesson ideas, teaching strategies, and, with certain ESL programs, sharing classroom space. Many factors must be considered when two teachers are required to work so closely together.

Co-teaching requires many teachers to move out of their comfort zones and into unknown territory. Some people need more control over personal space than others in order to feel sufficiently relaxed and confident to meet the school day's challenge. Concerns about classroom space and how it is best used can bring about a great deal of anxiety and cause conflict between those who must share it.

One Classroom Versus Two Classrooms

Generally, ESL programs on the K-12 level are established based on the ELL student population, needs, available faculty and staff, funding and resources. Some teachers have the flexibility to select the program model they want to follow in order to deliver instruction. Others are restricted to follow the model selected by either the school or district administrators. Some programs establish separate classroom settings for ESL instruction while others prescribe a shared environment. Below are some program models that incorporate collaborative practices:

- *Pull-out programs*: Even though general-education and ESL teachers maintain their own separate rooms, co-planning efforts and the use of a parallel teaching model can yield positive learning environments for ELLs in both class settings. The ESL teacher incorporates grade-level curriculum with language acquisition instruction in the ESL classroom while the general-education teacher is teaching the same content material in their classroom. Collaboration can also help the general-education teachers identify and include language objectives for ELLs as a way to support these students' comprehension of content taught.
- *Push-in programs*: ESL teachers go into the general-education classrooms to provide instruction for a group of ELLs by pulling them aside, yet remaining in the general-education classroom. This shared space can benefit ELLs with the right amount of joint planning and the use of a parallel teaching or a multiple-group model, which uses small

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groups and learning centers. Two teachers can teach the same content to two different groups of students, or multiple groups can be assigned to centers, with the ESL teacher assisting ELLs to complete various center activities. Having established a common set of learning objectives, each teacher has the freedom to choose the best resources to meet all students' needs.

- *Co-teaching programs:* Both the general-education teacher and the ESL teacher carefully coordinate instruction for ELLs and determine which co-teaching models will provide the best lesson delivery for all students. Some co-teaching teams may settle on one or two serve-delivery models to incorporate into their teaching routines, whereas others prefer to select co-teaching models according to what is being taught. Co-taught classrooms require a great deal of cooperation as well as careful planning of lesson content, classroom management, and use of available space for student learning to take place.

Shared Space Versus Personal Space (P.141)

In a co-teaching situation, classroom space needs to be carefully planned and negotiated. It is always good to start with a conversation with your co-teaching partner or team. Here are a few questions to start:

1. What will our co-teaching arrangement look like inside the classroom?
2. Which co-teaching models will we use to meet the needs of our students and match our own teaching styles?
3. If we use multiple models for instruction during one teaching session, how will the classroom's overall design accommodate their use?
4. Which area of the room will be designated as shared spaces? Etc.

Benefits of Shared Space

Here are some advantages brought about by ESL teachers who share classroom space with general-education teachers:

- All students are part of the same learning community.
- Students can learn from the experience of two or more teachers.
- Students can gain different perspectives and guidance.
- Low-achieving general-education students and former ELLs all benefit from the use of ESL strategies.
- Teachers learn different techniques by observing each other. Etc.

Classroom Design for Co-Taught Lessons

Get Organized

It is essential for ESL teachers to be organized. This will help them to successfully meet the needs of ELLs in their schools. There are several ways to arrange the necessary resources so that they are readily available. Here are some ideas:

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1- Establish Where Your Materials Will Be Housed

This will depend on the amount of space available in the general-education classroom and the willingness of the classroom teacher to share his or her space. In general, there is little classroom space to share. Usually, classrooms are overcrowded with students, textbooks and other materials. Most ESL teachers keep their materials elsewhere and transport them to the general-education classroom.

Try to use nearby spaces creatively to house materials if there is no other option available. An ample size hallway might hold a tall cabinet where materials can be kept. Storage closets, hidden nooks under stairways, or extra shelf space in the school library might come very handy.

2- Determine How ESL Materials Will Be Transported

There are a variety of ways that materials can be transported within a school building. One is to have a set of wheels that can move the materials from one place to another. There are teacher carts that are commercially available in a variety of shapes, sizes and styles. The purpose of the cart is to have a mobile classroom. Here are some ways to make sure that the cart is functional:

- At the beginning of each school day, the cart should be reviewed and materials matched with planned lessons.
- Checklists can be developed to aid with the cart's organization.
- Keep in mind how many classrooms will be visited within a single school day.
- Always include complete class rosters, individual ELL student folders, and student assessment information on the cart for reference.

When a cart is not available or a school has multiple floors, a sturdy bag can be used to carry materials.

3- Negotiate Who Will Provide the General Classroom Supplies

Most classroom teachers are allowed a limited number of classroom supplies, and as the year come to a close, those items become in short reserve. Yet, ESL teachers cannot always carry all the materials they need from class to class. It would be wise for both teachers to discuss which materials can be used by all, and what additional materials are needed.

4- Predict "Teachable Moments" and have ESL Resources Available

This step is important and requires a good amount of practice. When ESL teachers co-teach, they may not have their instructional resources at their fingertips as they would if they were in their own classroom. When students ask questions that create opportune teaching moments, ESL teachers like to rely on certain materials to enhance their explanations: bilingual dictionaries, calculators, globes, literature, manipulatives, maps, photographs, textbooks, and workbooks. ESL teachers often need to travel light and cannot depend on having all the necessary resources handy for teachable moments. However, most classrooms have a

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computer available for use, and ESL teachers can avail themselves of the Internet, which can be a great virtual substitute for traditional resources.

The Impact of Classroom Design

Research says that when two or more teachers share the responsibility for creating an environment that provides experience, stimulates the senses, encourages the exchange of information, and offers opportunities for rehearsal, feedback, application, and transfer, such an environment supports learning. In a space such as this, teachers have the opportunity to:

- Redefine the teaching-learning process: break the mold of the one-teacher-one-class model and allow for multiple educators to interact with students
- Promote student engagement through varied approaches to teaching
- Reduce the teacher-student ratio and increase attention given to individual students
- Foster both collaborative learning and student independence: based on the lesson goals, design activities that invite students to work cooperatively or independently while teachers monitor and facilitate such learning

What All Teachers Need: Classroom Management

In order to be successful in a co-teaching setting, it is important to establish class routines and rules of behavior that both teachers adhere to and enforce. These rules and behavior can change from classroom to classroom and between different co-teaching teams.

Administrators' Role: School Organization and Logistics

The building administrator's role is to create physical and virtual spaces that support the collaborative teams planning and instruction for ELLs. This can be done in a variety of ways.

Focus on sustained, high-quality, meaningful teacher collaboration

- 1-Secure, and create inviting, functional, professional rooms as places for teacher collaboration.
- 2-Establish and continuously update the school's professional library, where teacher resources may be stored, reviewed, and discussed.
- 3-Create and support physical and virtual spaces for teachers to share their lesson plans, teacher-created instructional materials, and assessment tools.
- 4-If feasible, enhance opportunities for collaboration by placing ESL teachers' desks in a teachers' workroom (if they share one).
- 5-If feasible, set up ESL offices and classrooms in close proximity to those of their general-education colleagues.

Focus on teacher assignments and student placement.

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**Chapter 8: What Next? Reviewing and Evaluating, Integrated,
Collaborative ESL Programs**

The goal of the chapter: (1) to help create a framework for reflection on the process and outcomes of collaborative practices designed specifically to support ELLs and (2) to offer tools to conduct both formative and summative evaluations of an integrated, collaborative ESL program model.

- Vignette Reflection: “It’s all well and good when students and their teachers have had an interesting learning experience, but where is the data to show that it worked?”
- Historical perspectives on teacher reflection: All educators examine their experiences and solve problems in a constructive manner.
- Questions on reflective practices: How do we know how we are doing in the day-to-day business of collaboration? How do we connect our collaborative practices with student progress?; Why is reflection a worthwhile process to gather valuable data?
- Reflective practice entails the periodic consideration of one’s teaching methods and their effects on learning outcomes.
- Reflection in the context of collaborative instructional practices is important; When reflection becomes a shared experience, you gain additional insights into the teaching-learning process through a second (or third or more) set of lenses.
- Reflection should be the processes and the outcomes of the various collaborative practices and co-teaching endeavors in which you are currently participating.
- Collaborative Professional Reflection (CPR) or the CPR of collaboration. It has steps to follow: decide how much time you will devote to CPR; generate a few manageable, critically important reflective questions that best fit your collaborative practices; and establish simple effective ground rule (one voice at a time; respect and reflect)
- Useful templates to be adapted and developed by practitioners

Table 8.1 Key Reflective Questions

Setting a course for ongoing reflection: Dieker emphasizes the importance of creating a reflective framework for co-teachers. Creating a protocol or guide enable teachers to define the process of reflection alone or with colleagues. P155

- Table 8.2 A Basic collaboration log
- Table 8.3: A reflective log template for-co-teaching
- Table 8.4: A Co-teaching log; template to include detailed notes
- Table 8.5: Four critical steps for Reflective questions: what happened? (Description); why? (analysis, interpretation), so what? (overall meaning and application; now what? (implication for action)

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- Table 8:6: A collaboration self-assessment check list is “to share experiences and to negotiate areas where improvement could be attempted. These reviews and discussions should be seen as part of an ongoing formative-assessment and self-improvement tool carried out in a non-threatening manner.
- Self –assessment and other tools may be collaboratively developed as the outcome of reflections and professional dialogues. Self-assessment needs to be selected, adapted, or developed, and several approaches may be chosen to implement.
- Table 8.7 A co-teaching self-assessment checklist to see how co-teaching is carried out in a co-teaching partnership
- Collaborative ESL service delivery model needs ongoing (formative) collaborative assessment practices to be initiated. Genesee (2001) states “the development of new programs and curriculums are modified continuously in response to ongoing assessments of their effectiveness.” In order to promote collaborative curriculum and program evaluations, classroom teachers, along with district-level personnel, researchers, or both, must participate.
- Steps to gauge the effectiveness of ESL service delivery model, techniques of several formative-assessment are:
engaging in professional conversation; participating in peer observations, monitoring student development inquiry framework, designing a collaborative inquiry framework, establishing a program review-and-assessment committee that meets regularly
Followed by quick tips on how to get started with formative-assessment practices
- Essential questions aligned to the five program evaluation principles: Systemic inquiry— steps to perform a useful evaluation, competence-skills, resources, knowledge, cross-cultural competence, integrity and honesty—to ensure the evaluation process yields valid and reliable information, respect for people—who will be affected by the evaluation process and how, responsibility for general and public welfare: Who are the stakeholders, whose interests need to be considered? Who will be informed about the outcomes of the evaluation?
- A four-phase Evaluation Action Plan introduced to the context of ESL service delivery matched each phase with appropriate, broad purpose; and aligned with three essential questions to guide educators in the process of systematic program evaluation.
- Tools to use for program evaluation: questionnaires and surveys; focus-group discussions, interviews, formal observations (teacher activities in and outside the classroom, such as during professional development settings or while participating in a range of collaborative practices, student activities while engaged in learning in the classroom, extracurricular programs, or other interactions.

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- Conclusion: Reflection and self-assessment tools are helpful for teachers, administrators in their quest for developing a method for ESL program evaluation.