PRAISE FOR
CO-TEACHING FOR ENGLISH LEARNERS

Supporting one of the fastest growing segments of the nation's student population can be challenging, particularly when educators work in isolation. Maria Dove and Andrea Honigsfeld show us how to support English learners through collaborative practices that work. This must-have book draws from the most current research and provides multiple practical examples, protocols, and essential questions to guide us in making collaborative practices a reality in our own particular settings.

—Dr. Debbie Zacarian, President
Zacarian and Associates

Dr. Dove and Dr. Honigsfeld articulated it very clearly when they presented to our teachers of ELLs in Western New York: "You cannot have successful co-teaching without co-planning." Their new book continues the much-needed conversation on how to co-teach by looking carefully at the relationships and the school-based opportunities required for success. All teachers have the need to refine new practices in our profession that lead our students to effective academic outcomes. Dove and Honigsfeld have a unique ability to define with ease the why and the how of tackling effective co-teaching for ELLs. We must change the ways we have always done our work as teachers. There is no going back when we know more because of the work of these two important researchers.

—Denise Gonez Santos, Executive Director
Regional Bilingual Education-Resource Network West

Dove and Honigsfeld have captured the essence of co-teaching through the recommended practice of collaborative teamwork using several models including "Model 7: Multiple Groups Two Monitor/Teach." One example of this model demonstrated how both teachers are engaged in small-group instruction and plan for independent activities where students explore grade-level content with the scaffolding of and modifications to age-appropriate readings. To ensure success when using this co-teaching model, the research shared by the authors demonstrated the necessity of students to be involved in highly engaging activities while discovering new information. This hands-on learning approach allows English learners to develop new language skills through the application of speaking, reading, and writing tasks.

—Susan Brown, English Learner Specialist
Charlotte Mecklenburg Schools

As a large and diverse urban school system, our district needed to create a service model structure to meet the needs of over 15,000 English Learner students (ELs), representing over 120 languages. We selected co-teaching as one of the service models because this model allowed students to remain in the content class with their native English-speaking peers while receiving their required EL services. Co-teaching is an ideal model for our district because it allows

for students at all levels of English language proficiency access to the complex grade-level content, tasks, and standards while acquiring productive and receptive language skills. With the support of Dr. Dove and Dr. Honigsfeld, our district is in our second year of implementing the EL co-teaching model. We started by analyzing the data and grouping students based on their language needs and allowing the EL teacher to co-teach in sheltered ELD/English Language Arts classes. In these classes, we saw over 2 years growth as evidenced by text-level assessments. At the middle and high school level, co-teaching expanded to content classes to support English learners through an integrated approach alongside the content teacher. Both models proved to be successful for our district as we added another 29 EL co-teachers this school year. Dove and Honigsfeld's new book provides a deep dive into the advantages and challenges of each co-teaching model along with low-prep strategies for the partners. This is essential in helping the content and EL teacher select the appropriate model for their setting and to implement high-yield strategies in the integrated language and content setting. The authors highlight the importance of collaboration among EL teachers and content teachers to have shared accountability for the academic, linguistic, and social emotional success of ELs.

—Molly Stovall Hegwood, Director of EL Services
Metro Nashville Public Schools

This important follow-up volume is just what we need, just in time! It will invigorate co-teachers of English Learners while urging them to refocus their attention from "just co-teaching" to the truly effectual work of teacher collaboration throughout the entire instructional cycle. At the same time, best practices for student engagement and focused English language development are clearly described within a deep analysis of the seven co-teaching models. Co-teachers will return to this volume again and again for the practical tips and authentic examples to mix and match models to the benefit of their English Learners.

—Debra Cole, MELL Instructional Specialist
St. Louis – Missouri English Language learning

From the get-go, Dove and Honigsfeld present a clear call to action. We have an obligation to provide the best, most consistent, and aggressive support to a growing population with very specific needs. And what better way to do that than by collaborating and co-teaching with intentionality and precision? Offering structures and strategies for each of seven key models of co-planning and co-teaching, the authors have given us all we need to meet our common goals in a compelling, detailed, and inescapably helpful resource. The rest is up to us.

—Pete Hall, Former School Principal
EducationHall

Working in a very large, linguistically diverse school board, where top priorities include the goals of ensuring equity and high expectations for all students, it's exciting to find a text which commits on practically addressing the complexity of co-planning, co-teaching, and co-assessing to support the success of English learners, through and through. It is with respect of educators of the field that the authors have truly demystified how successful partnerships unfold, honoring

the power of the whole collaborative planning cycle. By providing in-depth illustrations and real-life scenarios with several variations to highlight a variety of contexts, this book allows for multiple entry points. Honestly, in all my roles in education over the last 22 years, including ESL/ELD teacher, classroom teacher, resource teacher, and even now as a leader supporting over 250 schools to address the needs of ELs, I have never found a resource that does what Dove and Honigsfeld have achieved here. This book is ideal for school teams—teachers with their administrators—ready to roll up their sleeves. I have always believed that supporting linguistically diverse students to achieve academically should not be beyond our reach and would wonder why many districts share the experience that they cannot get there effectively. Dove and Honigsfeld have revealed where the link has been broken. Their research is focused on intentionally orchestrating conditions in classrooms for students to learn the content while acquiring the language of instruction and how all this is to happen in tandem. Now that is true rocket science!

—Zaiba Beg, Instructional Coordinator of ESL/ELD Programs
Peel District School Board

Co-Teaching for English Learners

We dedicate this book to our respective families:
Tim, Dave, Jason, Sara, Meadow Rose, Gavin Joseph, and
Rohnan Xavier; Howie, Benjamin, Jacob, and Noah.

Co-Teaching for English Learners

A Guide to Collaborative Planning, Instruction, Assessment, and Reflection

Maria G. Dove

Andrea Honigsfeld

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Contents

Note From the Publisher

The authors have provided access to video and web content throughout the book that is available to you through QR codes. To read a QR code, you must have a smartphone or tablet with a camera. We recommend that you download a QR code reader app that is made specifically for your phone or tablet brand. You may also access the videos and other resources on the companion website at http://resources.corwin.com/CoTeachingforELs.

Preface

Co-teaching for English learners (ELs) is a compromising balance of planning and delivery of instruction among teaching partners. The instructional cycle we explore in this book—collaborative planning, delivery, assessment, and reflection—examines this balance and the interdependence of these components to bring about a successful co-taught class. Many researchers of inclusive education and practitioners in inclusive schools alike emphasize the need to engage in this complete cycle of collaboration (Bell & Baecher, 2012; Friend, 2008; Murawski, 2009a, 2009b; Theoharis & O'Toole, 2011). From our research, in which we continue to examine co-teaching practices specifically with English learners, we strongly concur that there is an urgent need to look beyond the instructional classroom practices of co-teaching. Ignoring three elements of the collaborative instructional cycle—co-planning, co-assessment, and reflection—would significantly disrupt the instructional balance and negatively impact student learning.

For co-teaching to succeed, teachers need time, commitment, and structured opportunities built into the school day for a range of collaborative instructional activities. When collaboration becomes an integral part of the co-teaching initiative, it allows teachers to (a) think deeply about differentiating instruction; (b) gather, evaluate, and respond to student data; and (c) reflect on the teaching–learning process that takes place in the class (Schon, 1990). The practice of teacher collaboration does not always seem readily accepted, as Elena Okanovic, English to Speakers of Other Languages (ESOL) instructional coordinator of the St. Louis Public Schools, ESOL Bilingual Migrant Program, remembers:

> *Just several years ago, when our district began piloting co-teaching for ELs in mainstream classrooms, I could not believe that today I would be the one who would not only promote co-teaching and collaboration for my colleagues but also coach participants to become even more successful in their current co-teaching practices with ESOL and mainstream teachers in grades K–8. I was one of the most reluctant teachers to believe that the co-teaching model would work for my students, for their individual linguistic needs, for my colleagues, and for me as an ESOL educator. Back then, I strongly believed that the optimal way to increase the students' English and academic proficiency was to pull my ELs aside while juggling between preteaching the mainstream curriculum, assisting individual students with completing specific assignments for the mainstream curriculum, and reteaching challenging content concepts while trying to implement the district's newly adopted ESOL curriculum. I have recently realized that my best intentions to help my students were unintentionally creating*

additional barriers for them to access the main curriculum. By the end of my first year of co-teaching, my partner and I had indeed developed a positive model of the 'healthy marriage' in our collaborative practices—we were thinking the same, making the same comments simultaneously, assessing work similarly, and celebrating our successes. Because of the success I experienced with co-teaching as an ESOL teacher, in my current role I am able to guide and support teachers who are just beginning their co-teaching journey.

Elena's reflection is both unique as well as much too common. We have heard from many English Language Development/English Language Learner (ELD/ELL) teachers who did not think collaboration and co-teaching with grade-level/content-area teachers were in their best professional interest, or that they would have positive outcomes for their students. At the same time, we have been fortunate to work with numerous educators around the United States who have fully embraced teacher collaboration and made co-teaching an integral and successful part of their approach to serving ELs. This book was inspired by both groups of educators.

WHY WE WROTE THIS BOOK

As longtime coauthors and copresenters, we ventured into this new project to offer a deeper discussion of the collaborative instructional cycle that we first began in our 2010 Corwin publication titled *Collaboration and Co-Teaching: Strategies for English Learners*, developed primarily for general-education ELD/ELL teachers. This time, our intention is to present a closer look at each of the four components of the collaborative instructional cycle: co-planning, co-teaching, co-assessing, and reflection, with an in-depth examination of seven co-teaching models in K–12 classrooms.

In the past five years, many state and local educational agencies have made a marked shift away from segregated, incongruous instructional services for English learners, either requiring or recommending co-teaching as an optimum way to develop students' English language skills. More and more, co-teaching has become a commonly sought-out option for serving ELs, primarily as a result of the general transformation in overall vision for the academic success of these students. This vision is rooted in the belief that all English learners need to develop their language skills while learning the mainstream curriculum. Leos and Saavedra (2010) have addressed this notion as follows:

ELLs [English language learners] are tasked to develop three distinctly different learning skill sets simultaneously—reading (product) and language development and language acquisition (process)—to become successful lifelong academic learners and thinkers. Educators are tasked to understand how to teach foundational language development skills fused through the lens of language acquisition aligned to the academic content areas at each grade level. (p. 11)

When English learners are included in general-education classes through co-teaching they are supported to acquire rigorous academic content as well as language and literacy skills at the hands of both a content-area expert and a language-learning expert.

WHAT CAN YOU FIND IN THIS BOOK?

This book expands on the foundational co-teaching skills and strategies that our first book addressed. Our purpose with this volume is to offer new ideas and solutions, more extended explorations, greater analysis and details of practices, and lots of fresh examples and new teacher voices from the field. You will be able to refer to this book for the following types of information and resources:

1. An in-depth look at collaborative practices that enhance the co-planning, co-delivery, co-assessment, and reflection of culturally and linguistically responsive instruction

2. Specific guidelines for maximizing teacher expertise for co-planning success, including optimizing time with explicit instructional and co-planning routines

3. A detailed examination of each of the seven co-teaching models with a close look at instructional strategies as well as descriptions and analyses of lesson plans

4. A thorough review of co-assessment practices, including how ELs are assessed and examining student data

5. Practical ways you can implement a collaborative service delivery model for ELs

6. Prompt, accessible answers to critical how-to questions that arise as your school designs and implements collaborative practices to support ELs

7. Access to tools and resources that enhance the collaborative instruction cycle

8. Video clips you can view and analyze via QR codes

9. Insights into dozens of educators' collaborative practice who shared their authentic experiences and successful strategies via vignettes

10. Reflection questions that build on the information in each chapter and help facilitate a collaborative exploration of the book and your own practice

HOW IS THIS BOOK ORGANIZED?

We have organized the book around the essential parts of the collaborative instructional cycle. In Chapter 1, we make a case for the practice of co-teaching for ELs and the importance of the entire collaborative instructional cycle—co-planning, co-teaching, co-assessment, and reflection. Chapter 2 addresses the nuances of co-planning complete with partnership-building strategies and practical tools. The next seven chapters (Chapters 3 through 9) are each devoted to one of the seven co-teaching models, with detailed descriptions and analyses of each class configuration, a review of the advantages and challenges of their implementation, strategies to incorporate when selecting each model for instruction, and variations for arranging classes for co-teaching and ways to combine various models for fluid instruction. Chapter 10 focuses on the purpose of collaborative assessment practices, frameworks for co-assessment, differentiating assessment practices for ELs,

and assessment tools for data gathering as well as protocols for sharing data. The final chapter, 11, is devoted to reflective practices between co-teachers or among co-teaching teams, and self-assessment tools for further consideration of program and instructional practices. While Chapters 3 through 9 are more similarly structured (as each unpacks the intention behind each co-teaching model) the remainder of the chapters also include several recurring features that are consistent throughout the book. We present

- a short introduction to the topic of the chapter and then continue with a more in-depth discussion;
- several authentic quotes from educators whose comments capture the essence of the chapter (see the quote from Elena Okanovic above);
- summary charts that offer easily accessible information on key topics;
- diagrams and illustrations to help visualize key points; and
- practical tools such as checklists, rubrics, and templates that may be readied for implementation or adapted for local use.

WHY NOW?

Preparing all teachers to engage in collaborative instructional practices in support of a culturally and linguistically diverse student body has never been more topical than now. The current demographic trends and future projections emphasize the growing diversity and increasing number of English learners, both new arrivals to and those born in the United States. Cultural and linguistic diversity is no longer unique to big cities or urban, inner-city schools. Many rural and suburban school districts face the same challenges in addressing the needs of a multilingual student body. Segregated program models for English learners are no longer favored; instead, an increasing number of schools look to build upon teachers' collaborative expertise and restructure to systemically integrate ELs into the fabric of the school while providing rigorous core instruction along with language support. With the realization of collaborative instructional services, English learners will no longer have to leave to learn! This book will help all educators of ELs to fulfill that promise.

Acknowledgments

Once again, we would like to thank all readers of our previous volumes on the topic, *Collaboration and Co-Teaching: Strategies for English Learners* (2010) and *Collaboration and Co-Teaching: A Leader's Guide* (2015). We so appreciate your interest and commitment to an integrated service delivery for the sake of ELs.

We would also like to express our appreciation to all teachers and school and district administrators, instructional coaches, fellow professional developers, and researchers who have been at the forefront of bringing attention to co-teaching for ELs, taking the challenges on, and championing the need for collaboration. A very special thank you to the numerous educators who generously shared their experiences with us, invited us into their classrooms, and contributed to this book with authentic stories, practical tools, and sincere reflections.

We would also like to thank our critical friends who offered their honest feedback and unwavering support, both of which enhanced the planning and the writing process of this volume:

Dr. Audrey Cohan, Dean, Division of Sciences, and Professor, Division of Education, Molloy College, NY

Kelley Cordeiro, ESOL teacher, Farmingdale Public Schools, and Doctoral Research Assistant, Molloy College, NY

Violeta Gamez, EL Resource teacher at Willow Creek Elementary School, IL

Dr. Margo Gottlieb, cofounder and lead developer, WIDA Consortium, WI

Shalinie Sarju, Doctoral Research Assistant, Molloy College, NY

Elizabeth Stern, UDL coach, Smithtown UFSD, NY

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We are particularly grateful for our friends and colleagues in the Division of Education at Molloy College, Rockville Centre, New York, for their ongoing support of our research and publications concerning the teaching and learning of culturally and linguistically diverse students.

We are continually inspired by those educators in the field who work with English learners every day. Thank you for your generosity in opening up your co-taught classes to us and giving us the ability to continue to investigate the realities of collaborative instruction.

And last but not least, our greatest appreciation belongs to our families and friends who never waver in their support of our work and never cease to cheer us on.

About the Authors

Maria G. Dove, EdD, is Associate Professor in the Division of Education at Molloy College, Rockville Centre, New York, where she teaches preservice and inservice teachers about the research and best practices for developing effective programs and school policies for English learners. Before entering the field of higher education, she worked for over thirty years as an English-as-a-second-language teacher in public school settings (Grades K–12) and in adult English language programs in Nassau County, New York.

In 2010, she received the Outstanding ESOL Educator Award from New York State Teachers of English to Speakers of Other Languages (NYS TESOL). She frequently provides professional development for educators throughout the United States on the teaching of diverse students. She also serves as a mentor for new ESOL teachers as well as an instructional coach for general-education teachers and literacy specialists. She has published articles and book chapters on collaborative teaching practices, instructional leadership, and collaborative coaching. With Andrea Honigsfeld, she coauthored three best-selling Corwin books, *Collaboration and Co-Teaching: Strategies for English Learners* (2010), *Common Core for the Not-So-Common Learner, Grades K–5: English Language Arts Strategies* (2013), and *Common Core for the Not-So-Common Learner, Grades 6–12: English Language Arts Strategies* (2013). Their latest volume is *Beyond Core Expectations: A Schoolwide Framework for Serving the Not-So-Common Learner* (2014). The same writing team also co-edited *Coteaching and Other Collaborative Practices in the EFL/ESL Classroom: Rationale, Research, Reflections, and Recommendations* (2012), published by Information Age.

Andrea Honigsfeld, EdD, is Associate Dean and Professor in the Division of Education at Molloy College, Rockville Centre, New York. She directs a doctoral program in Educational Leadership for Diverse Learning Communities. Before entering the field of teacher education, she was an English-as-a-foreign-language teacher in Hungary (Grades 5–8 and adult) and an English-as-a-second-language teacher in New York City (Grades K–3 and adult). She also taught Hungarian at New York University.

She was the recipient of a doctoral fellowship at St. John's University, New York, where she conducted research on individualized instruction and learning styles. She has published extensively on working with English language learners and providing individualized instruction based on learning style preferences. She received a Fulbright Award to lecture in Iceland in the fall of 2002. In the past twelve years, she has been presenting at conferences across the United States, Great Britain, Denmark, Sweden, the Philippines, and the United Arab Emirates. She frequently offers staff development, primarily focusing on effective differentiated strategies and collaborative practices for English-as-a-second-language and general-education teachers. She coauthored *Differentiated Instruction for At-Risk Students* (2009) and co-edited the five-volume *Breaking the Mold of Education* series (2010–2013), published by Rowman and Littlefield. She is also the co-author of *Core Instructional Routines: Go-To Structures for Effective Literacy Teaching, K–5 and 6–12* (2014), published by Heinemann. With Maria Dove, she co-edited *Coteaching and Other Collaborative Practices in the EFL/ESL Classroom: Rationale, Research, Reflections, and Recommendations* (2012) and co-authored *Collaboration and Co-Teaching: Strategies for English Learners* (2010), *Common Core for the Not-So-Common Learner, Grades K–5: English Language Arts Strategies* (2013), *Common Core for the Not-So-Common Learner, Grades 6–12: English Language Arts Strategies* (2013), *Beyond Core Expectations: A Schoolwide Framework for Serving the Not-So-Common Learner* (2014), *Collaboration and Co-Teaching: A Leader's Guide* (2015)—the first three Corwin bestsellers.

Teacher Collaboration Is Not an Option

It Is a Must

While researching the practice of co-teaching for English learners (ELs), our biggest "Aha" moment came when we were visiting an elementary school in a suburban district in the state of Virginia, a school that could be considered a 90/90/90 school—90%-plus students were eligible for free and reduced lunch, 90%-plus students were non-White, and 90%-plus students met the standards in reading or another area (Reeves, 2000). At first, we assumed that much of the academic success of ELs in this school was due to the co-teaching practices the principal had carefully established. However, when we visited the classes, we found novice co-teachers still negotiating their roles and responsibilities and ways to configure classes for co-taught lessons. What we soon discovered was that the "magic" was not in the co-teaching per se but in the intricate scheduling of ongoing meaningful professional dialogue among teachers in well-established collaborative teams. We observed their intense focus on aligning instruction to standards, their skillful examination of student data, and their ongoing reflection of their own teaching

School leaders who recognize the value of collaboration seek to provide those opportunities not only for their teachers but also for all members of the school community. Wanda Ortiz, coordinator for Bilingual/English as a New Language (ENL) programs in Brentwood Union Free School District (BUFSD), the district with the second largest EL population in New York State, shared the following:

> Collaboration and co-teaching are as important for teachers as for building and central office administrators. At our district, the implementation of this practice has given us the gift of working together as a whole unit. We are no longer isolated departments. The ELA,

Social Studies, Math, Science, Special Education and Bilingual/ENL (English as a New Language) departments co-plan, co-instruct, and co-assess the effectiveness of best teaching practices, professional development needs, and the quality of the curriculum in place. (Personal communication, July 17, 2015)

Collaboration should be the norm, but is it really? Jeffrey Mirel and Simona Goldin (2012) report the findings of a recent study by Scholastic and the Gates Foundation concluding that teachers in the United States spend only about 3% of their teaching day collaborating with colleagues. A lot of American teachers continue to plan their lessons, teach their classes, and examine their practice while working alone. "In other countries, such as Finland and Japan, where students outperform those in the US . . . collaboration among teachers is an essential aspect of instructional improvement" (para. 4).

John Hattie's (2015) latest work has documented a groundbreaking discovery of the importance of collaborative expertise as well as recognizing the power of collective efficacy. He identified that the greatest barrier to students' academic achievement is within-school variability. For this reason, meaningful teacher collaboration—sharing successful instructional strategies, examining student data, reflecting on effective teaching practices, and so on—is key. When teachers collaborate and form high-functioning teams, the whole is greater than the sum of its parts, and their collective efficacy—their effectiveness—is increased (Eells, 2011; Knowapple, 2015). Co-teachers' collective efficacy indicates the shared belief—a new frame of reference—that together they can achieve success with ELs.

WHY TEACHER ISOLATION IS NOT AN OPTION

VIDEO 1.1: Student Benefits

To read a QR Code, you must have a smartphone or tablet with a camera. We recommend that you download a QR Code reader app that is made specifically for your phone or tablet brand.

http://resources .corwin.com/ CoTeachingforELs

English learners are receiving more widespread attention in recent years than ever before (U.S. Department of Education, 2015a). There is increased discussion about this population across schools, districts, and communities: who are they, where do they come from, what cultural and linguistic assets do they bring to the classroom, and what are their unique needs that all teachers must know about and be willing to address with professional competence and compassion? Research on ELs is also expanding: New studies have emerged documenting the most current understanding about the various subgroups of ELs and synthesizing effective practices for them (Bunch, 2013; Kibler, Walqui, & Bunch, 2015). Professional journals, magazines, websites, and conferences are showcasing exemplary practices from around the United States with carefully documented details and promising outcomes for ELs from which all educators can benefit.

Invariably, the work that results in success for ELs does not happen in a vacuum. Instead, collaboration among educators is becoming the norm, though it may take a range of shapes and forms—professional learning communities (PLCs), literacy and language support teams, grade-level and department teams, focus groups, community of learners for special purposes (e.g., technology integration), and so on. Many new teachers are initiated into the profession through professional development opportunities provided by their school districts, including mentoring

and peer coaching. However, what often gets them acculturated to and socialized in their chosen profession are the personal learning networks (PLNs) they build. PLNs are gaining a growing importance among educators. Blog posts, Pinterest boards, Twitter chats, and other online social networks are buzzing with ideas, practical suggestions, ready-to-go tips, and opportunities to collaborate on projects as well as mentor one another to aid educators in their daily work with ELs.

Over a decade ago, Zamel and Spack (2004) cautioned about "misunderstandings, unfulfilled expectations, frustration, and even resentment" (p. 13) that may mark English language development/English language learner specialists' experiences if ELs and their teachers continue to be marginalized, if they remain outsiders in a given educational context, and if barriers separate content experts and ELD/ELL specialists. Consequently, it is no longer a viable option for educators of ELs to work in isolation from each other; teachers of ELs need to have access to the general-education curriculum and understand the grade-level academic expectations for ELs. See if you agree with what Rance-Roney (2009) reports as a common state of affairs a few years ago across the United States or if you have seen changes to how teachers approach their work with ELs:

> In many schools, the EL specialist or ESL (English as a second language) teacher goes it alone. The EL classroom is viewed as the one-stop shop for all the needs of English language learners—testing, translating, counseling, editing college applications, and even health care. Mainstream school personnel may abdicate responsibility for the needs of ELs because they believe that the specialist understands these students better. (p. 34)

What we have witnessed over the course of the past ten years since we started researching and training teachers about co-teaching is that more and more educators agree with a need for a critical shift: The shift is that all teachers are teachers of ELs and responsible for supporting their social-emotional well-being, acculturation, language development, and overall school success. All elementary classroom teachers and secondary content teachers must embrace their role as teachers of academic language and disciplinary literacy, and develop the necessary knowledge and skills (Turkan, de Oliveira, Lee, & Phelps, 2014).

School support personnel (guidance counselors, speech language pathologists, social workers) also need to coordinate their services with their teaching colleagues to ensure best placement, highest-quality intervention, comprehensive social-emotional support, and timely academic progression. All educators need to build capacity to develop a shared understanding of culturally and linguistically responsive education and to establish common academic, linguistic, social-emotional, and personal goals for ELs. This is successfully happening through co-teaching in numerous school districts around the United States, such as Arizona (Oracle Charter School, 2016), Colorado (Beninghof & Leensvaart, 2016; Blair, 2015; Goldstein, 2015; Robles, 2015), Georgia (Russell, 2012), Idaho (Wootton, 2013), Illinois (Ponce, 2017), Minnesota (Noble, 2015), New York (Ali, 2016; Garafalo, 2016a, 2016b; Honigsfeld & Dove, 2015a, 2015b; Ocasio, 2016), Oregon (Stratton, 2015), and Washington ("Supporting English Language Learners at Cherry Crest," 2016), just to highlight a few recently reported cases.

WHO ARE ELS?

English learners are one of the fastest-growing subgroups of the K–12 student populations in the United States. Depending on where you live and work, ELs may represent a tremendous variety of experiences. It is important to begin your collaboration with colleagues by taking the time to learn about ELs as a group representing varied backgrounds and to understand individual needs, too. Elsewhere, we have already discussed the complex patterns among this population (Honigsfeld & Dove, 2015a). See Table 1.1 for a summary of the diversity that exists among ELs and Figures 1.1 and 1.2 for two possible completed EL profiles. The first one may be used as a Google form so all team members have access to the student's *Cultural, Linguistic, and Academic Profile* and consider it a living document that can be updated regularly, whereas the second one offers a quick overview of a child's background information in an at-a-glance format. (See companion website for blank forms.)

Table 1.1 Diversity Among English Language Learners

Characteristics of English Learners		
Immigration Status	**Prior Education**	**Linguistic Development**
• Recently arrived • Refugees • Without legal documentation • Temporarily living in U.S. • U.S.-born/citizen	• Formal, grade-appropriate education in U.S./other country • Limited/interrupted formal education in U.S./other country	• Monolingual: home language only • Bilingual: two languages other than English • Bidialectal, speaking both a standard language other than English and a dialect • Multilingual in three or more languages
Language Proficiency *in Language(s) Other than English*	**Level of English Language Proficiency**	**Learning Trajectory**
• Only receptive skills • Productive oral skills • Limited literacy skills • Grade-level literacy skills • A combination of the above	• *Starting:* Very limited language production • *Beginning:* Receptive and emerging productive skills • *Developing:* Basic oral and written skills • *Expanding:* More advanced oral and written skills • *Bridging:* Near native proficiency	• Typical academic and linguistic development • Academic and/or linguistic challenges that respond to individual systematic and targeted interventions • Academic and linguistic challenges that require special attention

Adapted from Honigsfeld & Dove (2015a). *Proficiency levels based on the PreK–12 English Language Proficiency Standards* (Teachers of English to Speakers of Other Languages, 2006).

| **Figure 1.1** | Cultural, Linguistic and Academic Profile for _____ |

2016 ACCESS Scores

Listening PL 2.3   **Speaking PL 2.9**   **Reading PL 2.5**   **Writing PL 1.9**
Overall Composite 2.3

Languages Spoken (Languages or dialects spoken at home. Who speaks this language?)
Parents—Spanish; Student—English & Spanish

Family Situation (Primary caregivers; parents, siblings, extended family & living situation. Resources & community services available in their home language & culture.)
Student lives with both parents and 2 younger sisters

Educational Background (Prior formal education—type of school; # of years; additional educational experiences)
Bilingual PreK–1st grade

Cultural Background (Dominant cultural background of student & family; important days of celebration; basic beliefs concerning family, education, friends, & religion)
Mother is very supportive of education and attends all IEP meetings and parent/teacher conferences

Personal Interests, Abilities, & Health (Student's interests & extracurricular activities. Notable physical or health conditions that influence learning or instruction (i.e., vision, hearing, food allergies, IEP))
Speech Notes from Bilingual Speech Pathologist: *Received speech services in Spanish last year along with services in English with xx. His dominant language is Spanish, although he is picking up a lot of social English.*
Link to Special Ed Teacher Notes re: Accommodations
(Link to detailed notes inserted here)*

Immigration Status (Parent country of origin & date of arrival or U.S.-born)

Born in United States

*See notes on next page

Developed by Carolina Kazimierski (Willow Creek Elementary) and Violeta Gamez (Goodrich Elementary School), EL resource teachers in Woodridge, IL, based on Honigsfeld & Dove, 2010.

Special Education Teacher Notes

Related/Educational Services:

- *Speech*
- *Access to a Classroom Aide*

Classroom Accommodations—ELL:

- *Use visuals when giving verbal directions in English*
- *Check for student understanding after giving verbal directions by asking him to repeat expectations/directions in his own words using English*
- *Use simple language/vocabulary*
- *Provide explicit vocabulary instruction in English*
- *Allow student the opportunity to write in Spanish for extended writing tasks (will be translated by staff) or to use a scribe in English*

Classroom Accommodations—SPED:

- *Verbal and visual cueing/prompts to stay on task*
- *Model task expectations*
- *Extended time for activities/tasks*
- *Preferential seating close to teacher*
- *Shortened tasks*
- *Check for understanding, especially when multistep directions are given*
- *Use positive reinforcement to promote attending to instruction/task*
- *Read instructions/problems to student when reading skills are not the primary learning target*
- *Provide student a low distraction environment when completing tasks in the classroom*
- *Give student breaks during long academic tasks/work in the classroom*

Assessment Accommodations:

- *Use visuals when giving verbal directions in English*
- *Check for student understanding after giving verbal directions by asking her to repeat expectations/directions in her own words using English*
- *Model assessment expectations*
- *Verbal and visual cueing/prompts to stay on task*
- *Use positive reinforcement to promote attending to assessment*
- *Read instructions/problems to student when reading skills are not the primary skill being assessed*
- *Assess student in a small group with minimal distractions*
- *Give student breaks*
- *Extended time*
- *Allow student the opportunity to write in Spanish for extended writing tasks (will be translated by staff) or to use a scribe in English*

Figure 1.2	An EL Profile-at-a-Glance

Name: Yong-Li D. Grade: 11th Date: 8/15/16 Prepared by Ms. M.

Student Strengths	Student Needs
High levels of organization and attention to detail *Willingness to work beyond the basic course requirement* *Strong grammar skills in writing*	*Expressive language skills lag behind receptive skills, especially oral language use* *Hesitant to participate in class discussions, even in small-group or pair work* *Writing lacks sentence variety*

Academic Goals

To graduate with age-peers

To build more comprehensive knowledge base in Social Studies and English, specifically in U.S. history and twentieth-century literature

Language Development Goals

To communicate with more confidence with peers and teachers both in academic and nonacademic settings

To use more complex sentence structure in written and oral communication

Accommodations or Modifications (if necessary)

Scaffolding tools (language frames, templates, one-pagers, outlines, models)

Flipped learning opportunities (recorded minilessons to be made available, Khan Academy, Discovery Learning, PBS, video podcasts)

Source: Template adapted from Program-at-a-Glance form from Virginia Institute for Developmental Disabilities (2001).

NEW ROLES FOR TEACHERS OF ELS

Understanding ELs and having a shared ownership of their academic, linguistic, and social-emotional development among all educators is essential. Traditionally, the ELD/ELL specialist or teacher was considered to hold the primary responsibility for English learners: their linguistic and literacy development, their acculturation to a new land and a new school, their social-emotional well-being, and more. Many ELD/ELL teachers we know have taken it upon themselves to support their students and their families in ways that go beyond the call of duty or any job description or contract they signed.

With the introduction of rigorous standards for college and career readiness—including the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and the College, Career, and Civic Life (C3) Framework for Social Studies State Standards—much has changed for all teachers and students. ELD/ELL teachers' roles have also shifted. To be responsive to the needs of ELs and to be aligned to the new expectations, Maxwell (2013) suggests capitalizing on the expertise of ELD/ELL teachers:

> The nation's roughly 45,000 ESL teachers—many of whom split their time among schools with little chance to co-teach or plan with content teachers—have expertise and strategies that experts say all teachers will need to ensure that English-learners are not shutout of the rigorous, grade-level content. (para. 9)

Based on the interviews she conducted, Maxwell (2013) has found many successful programs and practices, most of which are built heavily on teacher collaboration. ELD/ELL teachers no longer function in isolation, but instead, team up to support ELs' linguistic and academic development.

Although in the past English language development programs were recognized as a stand-alone subject matter, the more current understanding is that language acquisition is not a separate subject but a systematically supported practice situated in the authentic context of the classroom. Integrated language and content learning provides ELs the opportunity to acquire English through content-area lessons. The concept of integrated instruction is a powerful way for ELs to develop both their language and academic skills. For example, writing across the curriculum experts Bazerman et al. (2005) have long noted that writing supports subject area learning and thinking. Further, they remind us that "while the sophistication of the subject matter engagement changes over the course grades, the use of writing to increase understanding, involvement, subject learning, and disciplinary thought remains consistent" (p. 38). Whereas English learners in yesteryear were exposed to programs that emphasized understanding and speaking for beginning-level students devoid of content area study, and reading and writing were slowly introduced, it is now widely recognized that developing all four skills—speaking, writing, reading, and listening—simultaneously with content-area study is pertinent to their academic success. Accordingly, this emphasis on language and content instruction necessitates ELD/ELL and content experts to coordinate their efforts to teach ELs.

Diane Staehr Fenner (2013b) synthesizes the findings of a TESOL work group on the changing roles of ELD/ELL teachers and concludes that they "should be recognized as experts, consultants, and trainers well versed in teaching rigorous academic content to ELs" (p. 9). More specifically, it has been agreed that ELD/ELL teachers

(1) have specialized expertise in understanding and teaching academic language;

(2) should support content-area teachers in integrating content with language goals as they collaboratively analyze the academic language demands of their content areas; and

(3) design lessons that not only address academic language and content simultaneously but also build on ELs' funds of knowledge, home language, and culture.

Similarly, Valdés, Kibler, and Walqui (2014) also discuss the changing roles and responsibilities and make a strong case for a systemic shift in the type of instruction teachers should design for ELs. They suggest inviting

students to engage in rigorous cross-disciplinary activity from their first class, and both ELD/ELL and content-area teachers must design and enact disciplinary teaching that simultaneously develops grade level conceptual understandings, academic practices, and the language required to do so. (p. 25)

For this type of instruction to happen, consider what conditions must be in place:

- Language is recognized as dialogical—it is developed through meaningful interaction with others.
- Students must participate in activities that allow for authentic language use.

- Content and language are integrated; language is not a goal in itself but a vehicle that helps ELs make reasonable progressions toward mastering grade-level content.
- Appropriate background knowledge for student understanding and successful task completion is provided.
- Learning tasks should contain all four language skills (speaking, writing, reading, and listening) with particular emphasis on the productive skills of speaking and writing.
- Lessons must be scaffolded to break down language and content information without watering it down.
- Lessons must be relevant and connect with ELs' lived experiences.

As a result, ELs will experience instruction characterized by the following:

- Curriculum continuity with clear goals and objectives
- Instructional consistency that supports content and language development
- Reduction in fragmented, disjointed learning experiences
- More integration and less student isolation

In a recent report from Montgomery County, Maryland, schools, Marietta and Brookover (2011) describe a diminishing role for pullout programs for ELs and an increase in push-in, plug-in, and co-taught classes. In our work, we consistently avoid using terms such as *push in* and *plug in*, which generally refer to programs in which the ELD/ELL teacher supports and assists the work of the grade-level/content teacher without much or any coordination of instruction. However, we must recognize that these types of programs exist in the United States. In contrast, we advocate for co-teaching, specifically referring to the following type of service delivery:

> In co-teaching, there is no distinction between the EL teacher and the general education teacher; both work with the entire class on mastery of content and language-acquisition objectives. Some grade level teams have arranged for the EL teacher to teach a whole-class language-oriented lesson once a week to build the language skills of all students, regardless of their EL status. (Marietta & Brookover, 2011, p.12)

THE COLLABORATIVE INSTRUCTIONAL CYCLE

There are many misconceptions about the practice of co-teaching. First and foremost, co-teaching does not work as a process in itself. The simple placement of two teachers in the same classroom does not constitute an instant teaching partnership. Many researchers of inclusive education as well as practitioners in schools with collaborative school cultures emphasize the need to engage in a complete instructional cycle of collaboration, which consists of four interrelated phases: collaborative planning, instruction, assessment, and reflection (see Figure 1.3). All four phases together will maximize teacher effectiveness and impact on ELs' language acquisition, literacy learning, and content attainment.

Disregarding or neglecting any of the four phases will disrupt the balance and continuity of the cycle and negatively impact student learning. While the co-teaching itself or other collaborative or integrated instructional practices might receive substantial attention, teachers need time and structured opportunities for the other three components of the collaborative instructional cycle in order to

Figure 1.3	The Collaborative Instructional Cycle
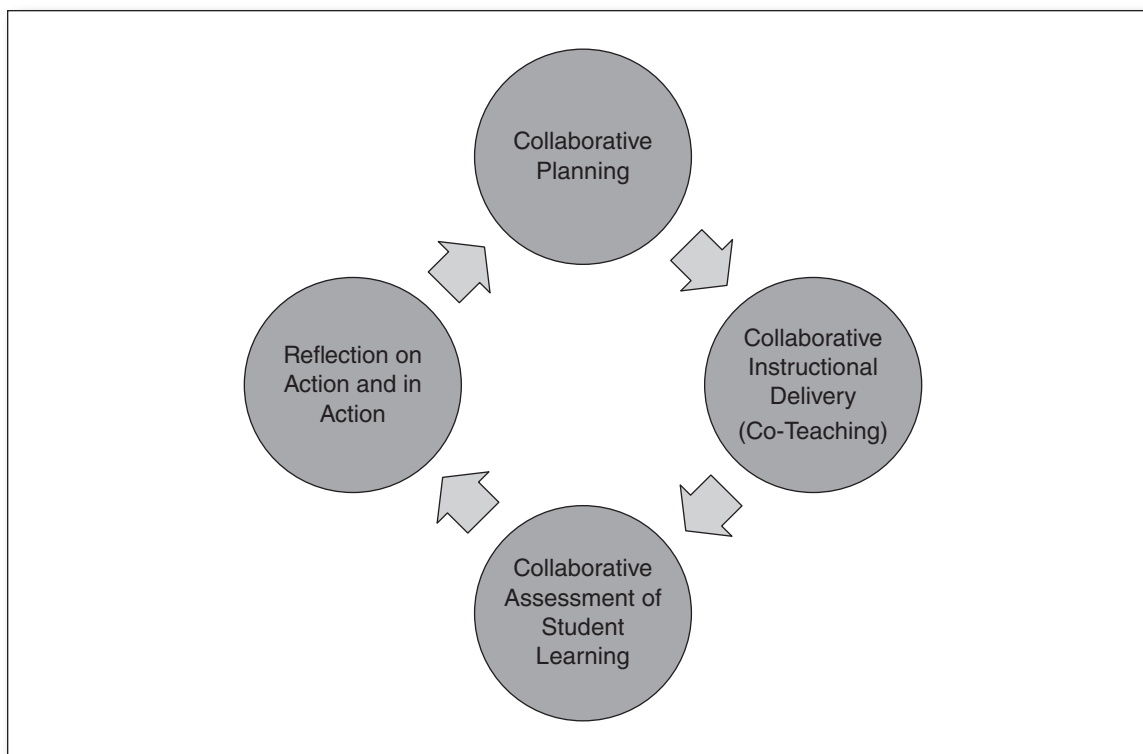
(a) deeply think about differentiated unit and lesson planning,

(b) gather and assess formative student data, and

(c) reflect on the teaching-learning process that took place in the class (Schon, 1990).

Agatha Vitale, high school ELD/ELL teacher from Brentwood, NY, defines co-teaching as "an honest, comfortable, trusting partnership; accepting and respectful of different styles of teaching and respectful of different areas of expertise. There is no more mine/yours . . . only ours!" (personal communication, September 27, 2015). What Goldenberg and Coleman (2010) suggest for effective ELD/ELL instruction is likely to be successfully achieved through collaboration and co-teaching:

Effective second-language instruction provides a combination of (a) explicit teaching that helps students directly and efficiently learn features of the second language such as syntax, vocabulary, pronunciation, and norms of social usage and (b) ample opportunities to use the second language in meaningful and motivating situations. (p. 68)

For successful co-teaching to take place, a multitude of opportunities for collaboration must also be established. Among others, Pappamihiel (2012) found that a necessary prerequisite of successful co-teaching is shared planning and administrative support. See Table 1.2 for a summary of instructional collaborations along with the goals and outcomes of these practices, each of which is best implemented with administrative support.

VIDEO 1.2: Teacher Commitment

http://resources .corwin.com/ CoTeachingforELs

Table 1.2   Opportunities for Instructional Collaborations

Collaborative Practices Aligned to Instruction	Goals	Outcomes
Joint Planning	• Establish attainable yet rigorous learning targets • Share instructional routines and strategies • Align instructional content • Design appropriate formative and summative assessment measures	Shorter- and longer-term plans (daily lesson plans or unit plans) reflective of the following: • Language and content objectives • Strategically selected instructional accommodations and accelerations • Differentiated instruction according to students' academic and linguistic abilities
Curriculum Mapping and Alignment	• Plan and align instruction for a longer period of time • Create an overall guide for joint planning, parallel teaching, and co-instruction	• Rigor, relevance, and research-informed approaches infused into the curriculum • Instructional intensity in the planned and taught curriculum for ELs
Parallel Teaching	• Accelerate ELs' knowledge and understanding of mainstream curricula • Ensure that what happens during ELD/ELL lessons parallels general class instruction	• Coordination and sharing of lesson goals and objectives • Established content for the ELD/ELL teacher to preteach or reteach
Co-developing Instructional Materials	• Scaffold instructional materials • Select essential materials that support accelerated learning	• Differentiated, tiered, teacher-made resources • Chunking of complex materials or tasks into manageable segments • Selection of essential learning tools
Collaborative Assessment of Student Work	• Jointly examine ELs' language and academic performance • Analyze student data and identify areas that need improvement or targeted intervention	• Shared formative and summative assessment measures • Co-developed assessment tasks • Joint goal setting for ELs using assessment data
Co-teaching	• Co-deliver instruction through differentiated instruction • Use various models of instruction to establish equity between co-teaching partners and students	• Coequal partnerships • Shared ownership for learning • Engagement in the entire collaborative instructional cycle
Joint Professional Learning **(See Table 1.3 for details)**	• Enhance pedagogical knowledge, skills, and dispositions about ELs • Establish a shared understanding about ELs' needs, best practices, and effective strategies • Explore new and emerging directions in ELD/ELL education	• Sustained engagement in learning with colleagues • Application of new learning to teaching • Reflection of new learning • Opportunities to showcase new learning

Creating ongoing possibilities for collaborative work allows teachers to share their knowledge and expertise with one another. It opens instructional pathways for ELs by developing a consensus of what students need and what actions should be taken to meet those needs. It assures the development of curriculum guides for the sake of ELs as well as ways to build programs for them that have continuity and consistency. Nevertheless, the knowledge base of faculty and school administrators when it comes to working with ELs also must be advanced, cultivated, and honed. For this reason, we have identified various ways for professional learning to occur in Table 1.3.

It is during the shared professional learning opportunities that teachers reflect on their own beliefs, pedagogical knowledge and skills, and areas of growth. It is also during these times that teachers can develop some essential capacities: trust, collaboration and communication skills, and collective efficacy.

Table 1.3 Joint Professional Learning Opportunities: Approaches and Benefits for ELs

Joint Professional Learning Practice	How to Do It	Benefits for ELs
Collegial Circles	Meet with colleagues on a regular basis to discuss common questions and concerns, offer solutions to frequently experienced problems, and explore appropriate instructional techniques.	Teachers' knowledge-base about ELs' needs increase, leading to consistency and continuity of instructional practices.
Peer Visitations	Visit one another's classes to observe the teaching-learning process and EL participation as well as demonstrated learning outcomes in the classroom.	ELs may be shadowed, informally assessed, while teachers can collect data on the most effective strategies for them.
Collaborative Coaching and Mentoring	Support each other's practice through modeling effective instruction and providing ongoing student-centered classroom assistance for one another.	ELs receive instruction that is supported by multiple teachers' input through informal and formal observations and opportunities for practice.
Research and Development	Collaboratively study and review research related to an instructional approach for ELs, and plan and implement lessons based on your exploration.	ELs' needs drive the shared research project, thus building teacher capacity for working with ELs.
Collaborative Inquiry (Action Research)	This is a more in-depth exploration of an overarching concept that deals with ELs' language acquisition or instructional needs—also known as *teacher research* or *action research*.	Teacher research will yield authentic data about ELs' academic or linguistic development and lead to research-informed decisions.
Lesson Study	Jointly plan a lesson in response to a study question or goal that you establish in collaboration with your colleagues. Engage in several lesson observations and discussions, and revise the lesson so it could be retaught and observed in other classes by your peers.	Teachers will polish their lessons and have access to a collaboratively developed pool of lessons.

Joint Professional Learning Practice	How to Do It	Benefits for ELs
Professional Learning Communities (PLCs)	Participate in PLCs that are commonly created as a structure for improving schools by focusing on a collaborative school culture and a collective purpose for learning.	Teachers in a PLC will establish a shared purpose and specific goals for ELs.
Professional Learning Networks (PLNs)	Develop your PLNs—online communities for learning—and take advantage of the opportunities social media provides for sharing and telling your success story.	ELs will experience instruction that is based on their teachers' success stories.
Collaborative Learning Teams (CLTs)	Form CLTs—through shared goals, regular meetings, and an organized approach—to engage in professional learning focused on effective instruction.	ELs will receive instruction that is informed by research and careful joint reflection.

TRUST

Trust is an unyielding requirement of collaborative relationships. Without it, any efforts to build meaningful partnerships will inevitably fail. Bessette (2008) suggests "The development of a trusting relationship over the life of a co-teaching partnership may be the most critical issue of all" (p. 1394). As trust develops and grows between the two partners, their co-teaching becomes more productive— fully focused on the needs of the students rather than on uncertainties and insecurities of their work relationship. It is that focus that keeps the co-teaching partnership moving forward.

Trust comes from sustained opportunities for collaborative conversations in which co-teachers learn to value one another. Davison (2006), who studied collaboration between ELD/ELL and content teachers with a special emphasis on developing collaborative and co-teaching relationships, coined the term *partnership teaching* and emphasized the difference between cooperative teaching and partnership teaching:

> Co-operative teaching is where a language support teacher and class or subject teacher plan together a curriculum and teaching strategies which will take into account the learning needs of all pupils, trying to adjust the learning situation to fit the pupils. Partnership Teaching is more than that. It builds on the concept of co-operative teaching by linking the work of two teachers, or indeed a whole department/year team or other partners, with plans for curriculum development and staff development across the school. (pp. 454–455)

To create a thriving co-teaching partnership, teachers must earn each other's trust and nurture it. O'Connell and Vandas (2015) suggest a learner-centered approach to building TRUST between teachers and students. We adapted their acrostic to be applicable to the co-teaching partnership:

Talent: Discover each other's assets for learning

Rapport + Responsiveness: Establish a professional connection and forge a co-teaching partnership based on mutual respect for each other

Us Factor: Move from the "I" to the "we" and recognize each other's contributions

Structures: Set up mechanisms and routines that help develop a shared ownership of the teaching-learning process for all students

Time: Spend time and take the opportunity to nurture the co-teaching relationship (adapted from O'Connell & Vandas, 2015, p. 15).

Partnership teaching deeply depends on the respect teachers build for each other while they have strong communication skills, practice openness, and demonstrate flexibility. Table 1.4 summarizes some key elements of trust building among co-teachers.

Trust is not something that can be taken for granted. In his best-selling publication *The Speed of Trust,* Stephen M. R. Covey (2008) suggests that

> trust is a function of two things: character and competence. Character includes your integrity, your motive, your intent with people. Competence includes your capabilities, your skill, your results, your track record. Both are vital. (p. 30)

Covey also likens building trust to maintaining a bank account. While expanding relational trust, you deposit into the trust account you have with different people, and when needed, you withdraw from it. See if this analogy applies to your collaboration and co-teaching practices with your colleagues—what is your trust account balance, and how do you maintain it for a thriving, respectful, personal, and professional relationship? Our answer to building and maintaining a trusting relationship is to foster collaboration and communication skills.

COLLABORATION AND COMMUNICATION SKILLS

Much has been written about what leads to effective collaboration. We borrow and adapt the 6 C's of collaboration (conversation, coherence, collegiality, conflict, control, and celebration) from

Table 1.4 Key Components of Trust Building

What it is	What it looks like
Shared goal setting	Co-teachers agree on goals for themselves as teaching partners as well as their students; unit goals and lesson objectives as well as instructional targets are jointly developed with attention both to language and content.
Shared decision making	Both teachers participate in every phase of the collaborative instructional cycle; one does not dominate or control the territory.
Joint risk taking	Teachers feel comfortable or are at least willing to experiment with new strategies or co-teaching models; or one teacher supports the other's idea for a new initiative.
Fostering high expectations for each other	Teachers maintain a high level of professionalism and understand that each will "carry his or her weight."
Relying on each other	Teachers can count on each other to come prepared for the lesson at hand, support one another's teaching, and be flexible when plans for instruction change.
Overcoming fear of vulnerability	Teachers lower their guards and do not fear embarrassment or failure in the presence of the other.

Wink (2013) to illustrate some key dimensions of teacher collaboration with a special focus on the needs of ELs:

Conversation: Talk openly and honestly to your co-teachers about ELs' needs and what you can offer to support them. During these collaborative conversations, make sure you engage in active listening, show empathy for each child, and be supportive of each other. One way to engage in an honest conversation with your co-teachers is to openly share what expertise you bring to the partnership and what discipline-specific, general, or language- and literacy-building strategies you would like to work on. See Figure 1.4 for how Lisa C. Mead and Mary Amodemo—two teachers from Brentwood UFSD, NY, who were just beginning to collaborate—prepared to engage in a professional dialogue by jotting down their strengths regarding skills they have and strategies they are good at employing in the classroom, as well as what professional and pedagogical skills they would like to build. Notice that some of the strengths (classroom management, technology) of one teacher happen to be the skills that the other teacher would like to build. At the same time, there are some common areas of needs (depth of knowledge [DOK], Spanish) that the two teachers agreed to develop together while supporting each other on that journey.

Figure 1.4	Strategies Exchange Cards Developed by Two Co-teachers

Card #1

What I am good at	**What I would like to learn or improve**
Science and technology	Spanish
Making up songs on the spot	Crafts
I am very patient and experienced with students who struggle	DOK questioning
Upbeat: "Look on the bright side"	Vocabulary development strategies
Flexible	Teaching basic reading and writing
Open to new ideas	Classroom management
	Spelling (I am dyslexic)

Card #2

| **What I am good at**	**What I would like to learn or improve**
Classroom management	Technology
Verbal discussions	DOK questioning
Organizational strategies	Spanish
Flexible, nurturing personality	Stress management (my own stress)
I make things work	
Creative	
Planning	
Relationships with parents	
Learn from my mistakes	
Behavior management	
Welcoming others into my room	

Coherence: Establish roles, responsibilities, and expectations for each member of the co-teaching team. Together, you need to build a clear understanding and consistency about what to expect from ELs as far as their linguistic and academic performance, as well as express those expectations with one voice. See Figure 1.5 for select sketches by Elizabeth Choi, ESOL teacher, Farragut Middle School in Knoxville, Tennesee, depicting how she perceives her various co-teaching roles.

| Figure 1.5a | Centers |
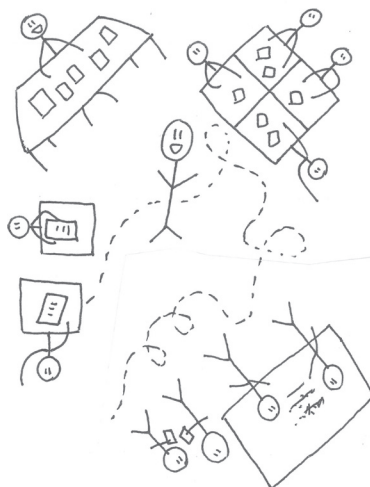
Both teachers engage students during small-group and independent practice.
Benefit: maximizing student-to-student interaction and differentiated instruction.

| Figure 1.5b | Targeting or Back Mapping |
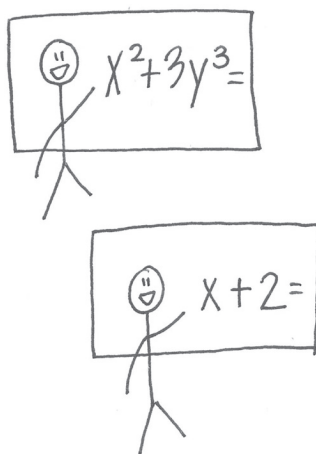
Both teachers teach groups based on student proficiency level. Benefit: offering targeted intervention and maximizing differentiated instruction.

Figure 1.5c Paralleling
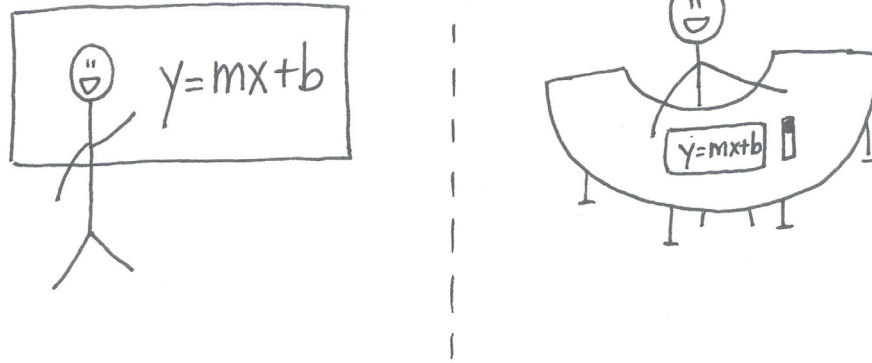
Both teachers teach the same standard to different groups using different approaches.
Benefit: maximizing differentiated instruction.

Figure 1.5d Supporting
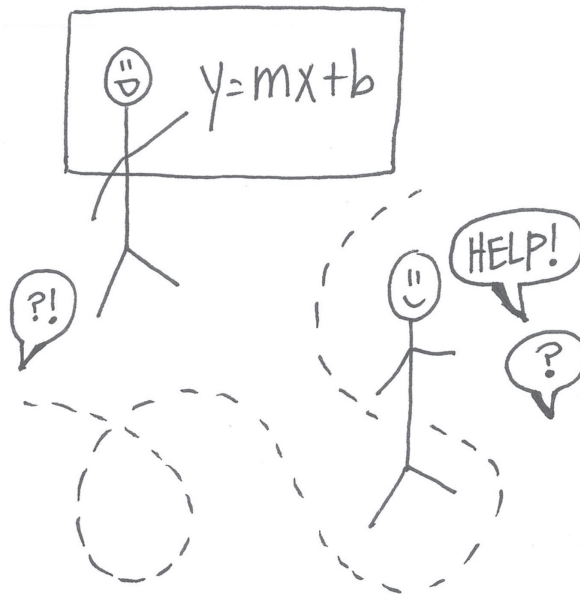
One teacher presents, one teacher rotates to individual students. Benefit: allowing for
immediate feedback.

Figure 1.5e	Modeling

One teacher leads, one teacher questions, writes notes, or models. Benefit: using multiple modalities to enhance comprehension.
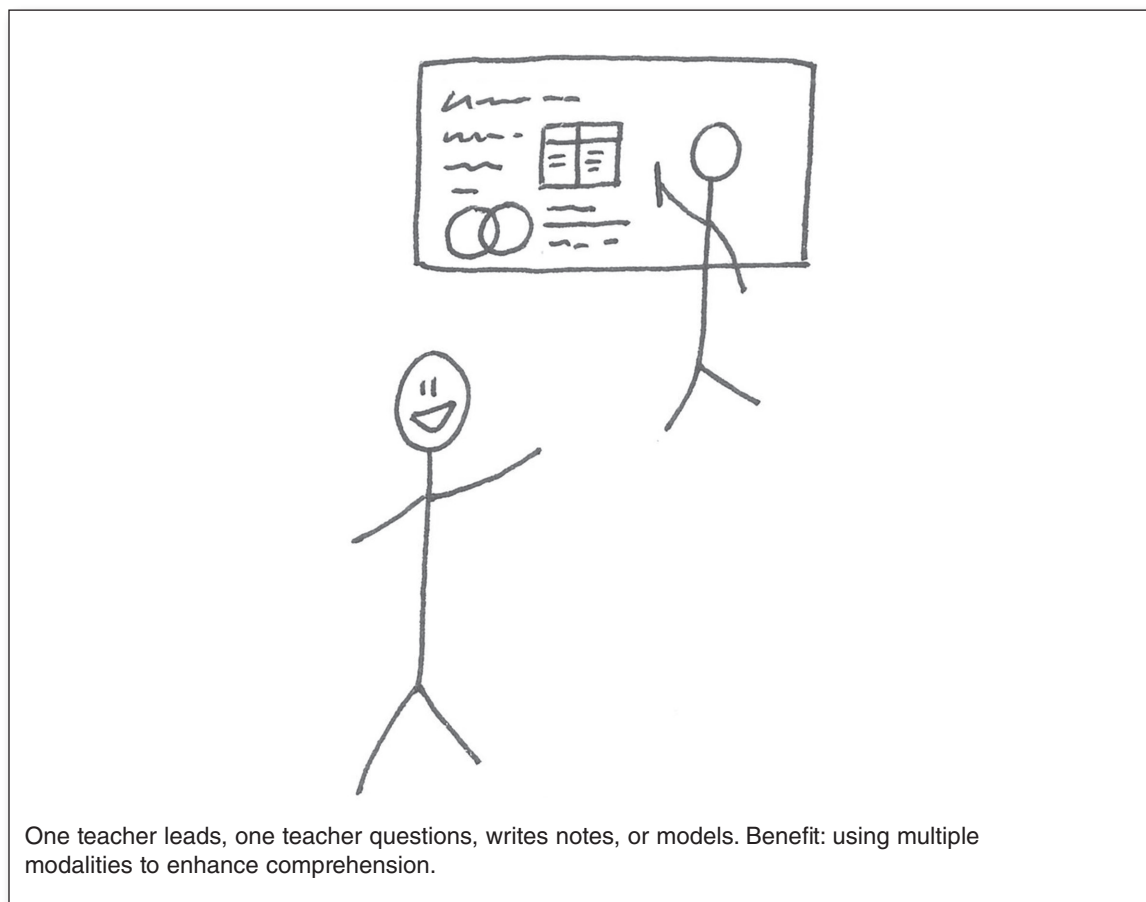
Collegiality: Ensure that cooperation is the norm. As co-teachers, you may or may not have developed friendships outside the classroom, yet your professionalism is critical to the success of your work. You might disagree about pedagogical matters and may have different skill sets and varied levels of expertise when it comes to working with ELs. Collegiality will help sustain a cooperative interaction between and among each member.

Conflict: Recognize that growth does not happen without constructive conflict—productive disagreement that results in mutually beneficial outcomes. Differences of opinion are inevitable; however, when you respect each other's beliefs and experiences, the process of working through conflict results in mutual understanding and consensus building.

Control: Agree to share control by jointly establishing the norms of collaboration. One strategy you can try with your co-teacher is to jot down three to five nonnegotiables (your deepest philosophies of education) and then negotiate your nonnegotiables. (See Figure 1.6 for such a list shared by Ryan Zak, middle school language development coach of Kildeer Countryside School District 96, IL). The process of sharing and openly discussing your pet peeves is vital.

Figure 1.6	Nonnegotiables

1. *Relationship building (students, parents, teachers)*
2. *Reciprocal exchange of knowledge*
3. *Constructivist approach*
4. *Authentic activities/assessment*
5. *Empathy/cultural consciousness*

Celebration: "Teams that celebrate together accelerate together" (Wink, 2013, para. 7). Remember to acknowledge your big and small achievements as well as setbacks and challenges (and how you have overcome them). Starting collaborative planning meetings with celebrations (both personal and professional ones) invites a positive mindset into the partnership.

To engage in collaborative reflection, individually and collectively, collaboration skills must be developed. Conderman, Johnston-Rodriguez, and Hartman (2009) suggest that co-teachers practice a range of communication strategies. See Table 1.5 for these practices adapted for ELs.

Table 1.5	Communication Strategies

Communication Strategy	Purpose(s)	What it sounds like
I-message	• To indicate ownership of your feelings about what happened • To indicate what you have observed, how you feel about the event, and the concrete effect that event had on you	*I really appreciate that you are willing to work with all students, not just the ELs.* *I would like to revise our co-planning routine. I think we can be more effective with our time if we follow a set structure.*
Oreo Technique	• To share a sensitive issue or concern (situated between two other statements) • To share an issue and invite collaboration	*I noticed how committed you are to help Juanita. I think she seeks your help (or mine) more frequently than before, when in fact we could expect her to be better socialized by now. I wanted us to discuss ways in which we can help her interact with her peers more.*
Paraphrase	• To check the accuracy of the content of a conversation	*So in other words, we are going to both address both the language and content objectives for each lesson rather than assigning specific roles to ourselves.*
Summarization	• To highlight main points of a longer conversation or meeting	*Let me see if I can summarize what we have just agreed to: We will plan six learning stations—you design three and I design three—and we will use 2 days to make sure all students can rotate through every station.*

(Continued)

Table 1.5	(Continued)	
Communication Strategy	**Purpose(s)**	**What it sounds like**
Open-Ended Question	• To solicit others' opinions, thoughts, or views	*How do you think today's lesson went? I am wondering how we can differentiate instruction based on student language proficiency levels and their interests.*
Closed Questions	• To establish agreement on factual information or seek closure on details	*Can you translate this note into Spanish, please? Did you create a tiered version of the activity sheet for the beginning ELs?*
Seed Planting	• To indicate the need to visit with a parent or colleague at a later time. • This skill is used when the issue is not of critical concern.	*I realize you are on your way out, but I noticed that you seemed a bit distracted during our team meeting today. Could we talk about this when we have more time—how about tomorrow at lunch?*
Response to Affect	• To empathize with someone • To check your perception of someone's feelings	*You seemed rather frustrated and upset when Ron did not hand in his homework today.*
Literacy Devices	• To communicate using an analogy, simile, or metaphor • To relate to co-teacher via shared experiences	*We really rocked today's lesson! Teaching with you today felt like synchronized diving! We certainly jumped into the deep end, but we seemed to be fully in sync the whole time.* *Working with our students is like cooking: We tried a new recipe today, it did not quite work out the way we planned it, so we really need to work on our ingredients a little more.*

Adapted from Conderman, G., Johnston-Rodriguez, S., & Hartman, P. (2009). Communicating and collaborating in co-taught classrooms. *TEACHING Exceptional Children Plus, 5*(5). Retrieved from http://files.eric.ed.gov/fulltext/EJ967751.pdf

COLLECTIVE EFFICACY

A shared purpose, a mutual cause, and the ability to bring about change through joint action are essential elements for positive group efficacy. Coupled with a collaborative school culture, collective efficacy can bring about effective school change. According to Goddard (2001), collective efficacy among educators contributes significantly to student academic achievement. By combining a group of educators' concerted knowledge and abilities, members can collaborate to share responsibility for the instruction of English learners. Positive outcomes depend on how well the group can put ideas into action. As reported by Hattie (2015b),

> the greatest influence on student progression in learning is having highly expert, inspired and passionate teachers and school leaders working together to maximise the effect of their teaching on all students in their care. There is a major role for school leaders: to harness the expertise in their schools and to lead successful transformations. (p. 2)

When services for English learners are offered in a collaborative way, the areas of expertise and the collective strengths that teachers bring to the classrooms are amplified. However, a movement away from isolated interventions to a concerted effort for the sake of ELs must be carefully orchestrated by administrative and teacher leaders.

INSPIRATION FROM THE FIELD

Read what colleagues—ELD/ELL specialists and classroom teachers as well as building and district administrators—shared with us from around the United States. We have found them inspirational and affirming. See how they reflect your own experiences or add to your understanding.

Consider Dr. Alla Gonzalez Del Castillo's reflection on the role of district-level leadership support. As the director of the K–12 ELD/ELL Bilingual Migrant Program at St. Louis Public Schools, Missouri, she notes:

While much of our work on developing co-teaching practices in our district has been focused on building teacher capacity, for both the ELL teacher and the mainstream teacher, I cannot underestimate the influence school leadership teams have on the success of the co-teaching initiative. Intentional clustering of ELs and teacher support cannot happen without school leaders' awareness and commitment to this collaborative work. Inviting school leaders to become part of the planning stage of the co-teaching initiative was extremely helpful. Their input on teachers' ability to have release time from school to participate in training guided the approach we took on the PD structure, offering each PD session three times. Such structure allowed schools to minimize the number of subs needed for classroom coverage on co-teaching PD days. Inviting school leaders to learn about co-teaching for ELs through a training session was also helpful. The training established a common context and a common language for co-teaching teams and school leaders to use as they plan, implement, and reflect on co-teaching practices in their schools. As we develop co-teaching as a district instructional practice, we continue to grow as educators and leaders.

Read the following summary written by Merita Little, principal of Steele Creek Elementary School, Charlotte-Mecklenburg Schools, North Carolina, on how she helped create the path to success with co-teaching for ELs at the school building level.

The systematic approach that I took in planning for the co-teaching practices in my school center around many hours of preplanning with my core team, which consists of my administrative, ELL, and EC (Exceptional Children) teams. We collected teacher survey and verbal data to launch their understanding, willingness, and professional development commitment to the process. After securing the data, we carefully mapped out the necessary goals that would be implemented by weekly and quarterly goals, which were linked to planning, professional development, and cohort reflection. We also created a master schedule with co-teaching in mind. After creating the documents, we shared the information with the staff for feedback and created a professional development schedule. Our co-teaching teams have been videotaped by the district, and we were asked to serve on a district panel due to the success of our program. Many of our students are growing

academically, and all teachers even outside of the ELL classroom are learning more about cultural and linguistic diversity.

See Mara Barry's suggestions on how to get the most out of a co-teaching relationship. As a language development coach at Prairie School, Kildeer Countryside School District 96, Illinois, Mara co-teaches with five classroom teachers and must navigate relationship building with several colleagues.

Take the time to build your relationship with your co-teachers and the classes you are co-teaching in. Co-teaching is truly a marriage! My co-teachers and I often joke that we are over the courting phase and truly into the "heart" of our relationship. Don't be afraid to share what you are feeling. If things don't feel right for you, they probably are not right for your co-teacher either. Take the time to make a partnership agreement. Talk about what is working and what isn't. Adjust what needs adjusting—whether it is the planning, the teaching, or the reflecting. Be open and honest with one another, just like in a marriage. You need to trust the relationship and believe in one another. We are committed to co-teaching and doing what is best for our Culturally and Linguistically Diverse students.

Finally, consider the steps to success shared by Deborah Harpine, EL teacher from William Walker Elementary School, Beaverton, Oregon.

We are successful because we work to actively communicate with each other, and although we sometimes have differences of opinion, they are never tied to our competence as a teacher. I feel the keys to our "success" so far lie in the steps we have taken to get to this point, although as collaborators this is a continuous process.

Steps to our success:

1. *Administration buy-in, leadership, and support*

2. *Setting aside protected time to plan "units of study" in several long blocks of time to be spaced out how the team decides*

3. *Common planning time to set up weekly or biweekly meetings to do the nuts and bolts of matching model choices to lesson plans*

4. *Planning the daily schedule around needs of the grade-level and teacher assignments. For example, if a teacher works with more than one teacher in a grade level, or multiple grade levels, the time for teaching the units of study must not be at the same time of day.*

5. *Setting a weekly or biweekly meeting time for teachers to plan with their co-teaching partner(s)*

6. *Teach for a while to settle in*

7. *Reevaluate whenever necessary*

We all work to be active communicators. We listen. We think about the other's perspective. We take time to appreciate each other. We recognize that we won't agree all the time on everything.

We are OK with not being the "teacher in charge" all the time. We respect each other's expertise. And we don't take each other for granted or expect that every day or lesson will be perfect, or that we will always be having a great day. We are flexible and are constantly working on our collaboration. In education, as in life, nothing stays the same. But we can, and do, use that to our advantage.

TAKEAWAYS

In this chapter, we have established the foundation for the essential collaborative practices that are needed to provide integrated instruction for ELs. We have identified why teachers should no longer work in isolation, the new roles that ELD/ELL teachers are being asked to assume, and why co-teaching is only a part of a collaborative instructional cycle that can positively affect the academic achievement of ELs. Yet no doubt you still need the answer to one very important question: *How* can collaborative instruction best be implemented? In the chapters that follow, we explore in great detail each part of the instructional cycle and offer clear, practical solutions for its implementation.

QUESTIONS FOR FURTHER DISCUSSION

1. What would you consider to be the most important personal and professional prerequisites of successful teacher collaboration and co-teaching? How can teachers further develop these skills?

2. What have you found to be the most important contextual or external factors necessary for successful teacher collaboration and co-teaching? How can they be improved or enhanced?

3. What is the role of administrators and instructional leaders, such as coaches and department chairs, to ensure that collaboration and co-teaching are viable service options?