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An English Language Learner Co-Teaching Narrative: Planning, Models, and Relationships

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Models, and Relationships

by

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Abstract

This paper explores the experiences of an English Language Learners (ELL) teacher in a co-teaching relationship. This paper explains the difficulties that exist in the implementation of the co-teaching model, as well as the struggle to create parity in a co-teaching partnership. The existing research presents co-planning, implementing the co-teaching models in the classroom, and creating parity among the co-teaching pair as three important factors in a successful co-teaching model. A contributing factor to the success of both the co-teaching relationship and the implementation of this model in the classroom comes from the support of administration, the school, and the district at large. This paper explains the experience of five ELL co-teachers, their input as to how co-teaching can yet be improved, and their ideal co-teaching scenarios.

Keywords: ELL (English Language Learners), co-teaching, co-teaching models, parity

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Chapter 1: Introduction

There has been an increase in co-teaching throughout various school systems across the United States. Co-teaching can look very different depending on who is teaching and what model of co-teaching is being used. Co-teaching has been defined differently in existing research. Beninghof (2012) includes definitions that came from a 2009 survey of state education agencies in order to more fully define co-teaching. Here are two different definitions from those surveys: "Iowa: Co-teaching is defined as two teachers physically present in a heterogeneous classroom with joint and equal responsibility for classroom instruction" and "Virginia: Co-teaching means a service delivery option with two or more professionals sharing responsibility for a group of students for some or all of the school day in order to combine their expertise to meet student needs" (p. 8). Though these definitions differ, the core focus of collaboration and equal responsibility exist throughout these two definitions, and most other definitions throughout existing research.

Co-teaching began with a pair of teachers consisting of a content teacher and a special education teacher in one physical space, but this pairing has now expanded to include partnerships between a general education teacher or a content teacher paired with "English language learner (ELL) teachers, speech therapists, librarians, literacy specialists, occupational and physical therapists", the list goes on (Beninghof, 2012, p. 7). In many existing studies that focus on the effectiveness of co-teaching, results tend to support co-teaching because gains are shown in vocabulary and language skills throughout the research. Beninghof (2012) explains a study in a co-taught classroom including ELL students and native English speakers where the

"co-taught classroom (classroom teacher and SLP {speech language pathologist}) showed significantly greater language gains than those in a traditional classroom" (p. 9).

With these noted gains in research, it is important to continue research in the co-teaching field. This study will begin by collecting data from 10 co-teaching pairs through interviews. After recording and analyzing the interviews, these results will be compared and explained to discover whether or not teachers have similar experiences within a co-taught pair. These interviews will also explain which co-teaching model these pairs most often choose to teach with.

Currently in Minnesota, co-teaching is the recommended method of providing academic content to ELL students who are identified higher than a level 2 through WIDA. The changing student populations within Minnesota may account for this movement, but the research also greatly supports co-teaching for many reasons. One of those reasons is represented by the Professional Educator Licensing and Standards Board (PELSB) of Minnesota in a document named the 2019 Biennial Minnesota Teacher Supply and Demand. This document represents data pertaining to teachers' licenses but also presents data that can support the many benefits of co-teaching.

In a specific part of the survey, Minnesota school districts were asked about the school district's perceptions of teacher preparedness to teach special student populations, for example English Language Learners (ELL students) (NCES, 2018). The data showed that only 24.9% of teachers feel as though they are "well or mostly prepared" to teach ELL students, only 14.2% were "well or mostly prepared" to teach immigrant students, and only 9.3% were "well or mostly prepared" to teach refugee students (2019, p. 17). These low numbers represent the need for co-

teaching for the benefit of the students' learning but also to help assist other teachers in their own growth and development in teaching ELL students. Co-teaching allows academic content to be taught simultaneously with language and other scaffolding for ELL students. Therefore, all students' needs are met.

Chapter 2: Review of Literature

This research will explore the planning, instruction, and relationship within a co-teaching pair. The interviews will identify the co-teaching model(s) that the pair uses, the planning that takes place, the struggles they face, and why they may choose one co-teaching model over another. Therefore, the review of literature around co-teaching will provide background on existing research including a brief history of co-teaching and its origin, explanations of existing co-teaching models and approaches in education today, and lastly explain criteria to create a successful co-teaching experience including practices, instruction and relationships among co-teachers.

Historical Context and Defining Co-teaching

Education in the United States continues to change and transform through different government regulations, immigration, migration, and varying specialized programs that can be offered to students. Today, a parent or guardian has many options for their children's schooling experience. The parents' choices include, but are not limited to, private, public, charter, Science Technology Engineering Arts Mathematics (STEAM), and International Schools. In addition to specialization, these schools adapt to students' needs by providing services for English language learners (ELLs), students who need special education support, and provide environments to support students who experience trauma. Although these additions within the education system of the United States occasionally fail to meet all the needs of children today, most often the changing policies and laws try to keep the students and their success at the focal point. When it comes to teaching ELL students, it is no longer good enough to simply have an ELL specialist or ELL coordinators and directors, "it is imperative that existing knowledge is shared, verified, and

used. Specific knowledge of individual school ELL populations must also be co-created to support a collaborative approach to serving ELLs" (Honigsfeld & Dove, 2015, pp. 2-3). One of these practices to support this collaborative approach that focuses very specifically at student achievement and success is co-teaching.

Co-teaching was initially introduced into education as support for students with disabilities who received special education services in the 1960s (Peery, 2017, p. 1). Beninghof (2012) defines co-teaching as a "coordinated instructional practice in which two or more educators simultaneously work with a heterogeneous group of students in a general education classroom" (p. 7). Cook and Friend (1995) define co-teaching as "two or more professionals delivering substantive instruction to a diverse, or blended, group of students in a single physical space" (p. 1). These are the two definitions that are to be referred to in this study as defining co-teaching because Beninghof, Cook, and Friend are the three researchers whose models and approaches apply to this study.

Co-teaching began as a way to keep all students in the general education classroom but still provide the services that the students need throughout their school day. Some research has used the term 'Inclusive classroom' (The Value of Inclusive Education, 2015) to describe the diversity of language and abilities to remain in one classroom.

> Schools provide the context for a child's first relationship with the world outside their families, enabling the development of social relationships and interactions. Respect and understanding grow when students of diverse abilities and backgrounds play, socialize, and learn together. (The Value of Inclusive Education, 2015)

Therefore, when this playing, socializing, and learning together includes co-teaching one could imagine it may be a recipe for success. The models and practices that are incorporated in co-teaching training benefit students in special education and English language learners (ELLs), as

well as general education students. Best practices and strategies, in turn, benefit all students creating a classroom which supports student learning. "When students are removed from the general education classroom community to learn, they do not develop a sense of belonging and fall behind in the curricular areas missed" (Honigsfeld & Dove, 2015, p. 9). When all students feel safe, included, and welcomed in a classroom, learning is able to take place.

Co-teaching continues to be used in the special education sect, but has also crossed over into the ELL side of education as well. According to the National Center for Education Statistics (NCES), in the 2014-2015 school year, public school students in the United States averaged 9.4% of students who were identified as ELL (NCES, 2018). In addition, "the demographic trends and projections emphasize the growing diversity and increasing number of English learners, both new arrivals to the United States and a growing number of ELLs who are born in the United States (64%)" (Honigsfeld & Dove, 2015, p. 9). With these numbers, it is important to offer educational services to support these ELLs. In turn, the United States has increased training programs for co-teaching in addition to many districts implementing this co-teaching model into their schools.

As noted, co-teaching aims to create an inclusive classroom for ELL and special education students to continue to learn inside their general education classroom, and as a result not be pulled out of this setting. Why co-teach? Cook and Friend (1995) explain that there can be benefits for both students and teachers. These benefits include increases in instructional options for all students, improves program intensity and continuity, it can reduce stigma for students with special needs, and it can increase support for teachers and related service specialists (Cook & Friend, 1995, p. 3). Honigsfeld and Dove (2015) also emphasize the importance of collaboration

and knowledge throughout schools in order for the knowledge of ELL students not only to be among the ELL teachers.

In order for teachers to create this inclusive classroom, there are several practices that can be put in place. Honigsfeld and Dove (2015) refer to Haynes and Zacarian's (2010) suggested practices when discussing these inclusivity. A few of these practices that should be implemented in schools with co-teaching include planning lessons according to students' stages of language acquisition for complementary instruction of ELL abilities, sustaining a low-anxiety, nonthreatening class environments, explicit academic language/literacy learning/American cultural norms taught to ELL students, providing ELLs frequent interaction with peers, and lastly creating spaces where ELLs' personal and cultural experiences are embraced by all members of the class (Honigsfeld & Dove, 2015, p. 91). This safe space does not stop at the students' inclusion, these practices also target the professional learning communities and teacher collaboration that supports the students.

This paper will more closely discuss co-teaching including a general education teacher and an ELL teacher within a single space. Co-teaching, therefore, demonstrates "general educators who specialize in understanding, structuring, and pacing curriculum for groups of students are paired with special educators who specialize in identifying unique learning needs of individual students and enhancing curriculum and instruction to match these needs" (Cook & Friend, 1995, p. 2). It is no longer solely the responsibility of the ELL teacher to use best practices for their students, instead Honigsfeld and Dove (2015) stress that "collaborative practices include joint planning, curriculum mapping and alignment, parallel teaching, co-

developing instructional materials, collaborative assessment of student work, and co-teaching"
(pp. 35-36).

Co-teaching Models

Co-teaching can look very different depending on the classroom. There are many
different co-teaching models, or approaches, that one may find in existing research. Teachers
may "move in and out of several different models or approaches to co-teaching" during any
specific week, day or even within the lesson (Beninghof, 2012, p. 51). Cook and Friend (2004)
list their six co-teaching approaches as 'One Teach, One Observe', 'One Teach, One Drift',
'Parallel Teaching', 'Station Teaching', 'Alternative Teaching' and 'Team Teaching' (p. 15). On
the other hand, Beninghof (2012) defines and explains nine different co-teaching models that
may be used in the general education classroom. Lastly, Honigsfeld and Dove (2015) refer to
seven co-teaching models. One may note, Cook and Friend (2004) refer to models as co-teaching
approaches and define six specific approaches whereas Beninghof (2012), as well as Honigsfeld
and Dove (2015) refer to the variations as co-teaching models. Although the number of models
or approaches differ, "there are really unlimited ways that two teachers can work together"
(Beninghof, 2012, p. 50). Between these researchers' models, there is an overlap between their
models. Beninghof (2012) lists nine co-teaching models which include the 'Duet Model', the
'Lead and Support Model', the 'Speak and Add Model', the 'Skill Groups Model', the 'Station
Model', the 'Learning Style Model', the 'Parallel Model', the 'Adapting Model', and the
'Complementary Skills Model'. Now, one can see similarities between these models by their
titles alone. Next, each model will be explained in detail to see the variations in co-teaching
models. These approaches and models are represented in Figure 1.

The first model to share a name between Beninghof (2012) and Cook and Friend's (2004) research is the 'Parallel Teaching Model'. 'Parallel Teaching Model' can be defined in its name alone. The co-teaching pair divides the class into two groups and "both teachers then teach the same content, in the same way, at the same time" (Beninghof, 2012, p. 105). Of course, just like any lesson, there are times that one group may benefit from a different teaching strategy than the other so the groups may differ slightly. "The Parallel Teaching Model reduces instructional group size so that students can't fade into the background" (Beninghof, 2012, p. 108). This model gives flexibility to the teachers depending on the needs of the students as to what is being taught. "Students can be strategically placed in the two groups" (Cook & Friend, 2004, p. 18) based on their reading levels, math levels, difficulty of the content at hand, etc.

The next models that align in method but vary in name are the 'One Teach, One Drift' and 'Lead and Support Model'. Cook and Friend (2004) specifically note the support of the second teacher is to be unobtrusive (p. 15). This model, according to Beninghof (2012), can be more realistic for a co-teacher who teaches with more than one classroom teacher because the time commitment for planning may be less. The general educator does most the planning in this model whereas the specialist then supports the teacher and students through instruction (Beninghof, 2012, p. 63). One model explained by Honigsfeld and Dove (2015) that differs just slightly is in a lead and support type of model, instead of the second teacher supporting, the second teacher "circulates throughout the room and assesses targeted students through observations, checklists, and anecdotal records" (p. 65).

The final two models that have different titles but similar methods are the 'Team Teaching' and 'The Duet Model'. This model demands the most co-planning but is known to be

"the best model for students" (Beninghof, 2012, p. 56). Because this model insists on simultaneous whole group teaching, it is pertinent to the success of the lesson for the co-teaching pair to be on the same page with their vision, planning, mission, roles and execution. This model can include many other co-teaching approaches amongst the team-taught style. The flow of these lessons is seamless and it can be difficult for the students to differentiate between a lead teacher and a specialist. "Teachers work cooperatively to teach the same lesson at the same time" (Honigsfeld & Dove, 2015, p. 65). As stated by Beninghof (2012), "the Duet Model is ideal for co-teaching with an ELL specialist. It allows for constant infusion of the specialist's expertise with language acquisition" (p. 193).

Table 1

Co-teaching Models and Approaches

Model/Approach	Cook and Friend Research (2004, p. 15)	Beninghof Research (2012)	Honigsfeld and Dove Research (2015, p. 65-66)
Term	*Identified as Co-Teaching Approaches*	*Identified as Co-teaching Models*	*Identified as Co-Teaching Models*
One Teach, One Observe:	One teacher leads, the other is observing specified information during instruction. Analysis post lesson.		
Adapting Model		One teacher leads while the other makes necessary accommodations and modifications for students to be successful.	
One teacher teaches, one assesses (one student group)			Two teachers are engaged in conducting the same lesson; one teacher takes the lead while the other circulates throughout the room and assesses targeted students
One Teach, One Drift:	One teacher leads while other circulates and provides unobtrusive assistance to students.		

Speak and Add Model		One teacher leads and the second teacher interjects verbally or visually to support content of the lead teacher.	
One lead teacher and one teacher "teaching on purpose" (one student group)			The mainstream and ELL teachers take turns assuming the lead role. One leads while the other provides minilessons to individuals or small groups in order to pre-teach or clarify a concept or skill.
Parallel Teaching:	Teachers teach the same information but they divide the class and teach the groups simultaneously.	Teachers divide the class in half and teach the same content to each half of the class simultaneously.	
Two teachers teach the same content (two student groups)			Students are divided into two learning groups. The teachers engage in parallel teaching, presenting the same content using differentiated learning strategies.
Station Teaching:	Teachers divide content and students, repeating the instruction for each group.	Teachers identify the needs of individual students then create groups of instruction or support.	
Two teachers monitor and teach (multiple student groups)			Multiple groupings allow both teachers to monitor and facilitate student work while targeting selected students with assistance for their particular learning needs.
Alternative Teaching:	One teacher leads the whole class while the second teacher works with a smaller group.		
Lead and Support Model		One teacher leads the class while the second teacher supports both the teacher and students' needs.	
One teacher pre-teaches, one teaches alternative information (two student groups)			Teachers assign students to one of two groups based on their readiness levels related to a designated topic or skill.
Team Teaching:	Both teachers teach the same instruction at the same time.		
The Duet Model		Both teachers share everything and fully collaborate to meet the needs of all students.	
Two teachers teach the same content (one student group)			Both teachers direct a whole-class lesson and work collaboratively to teach the same lesson at the same time

		Co-teachers discuss additional skills students need to learn and decide whether students should learn them through modeling, informal exposure or targeted instruction.	
Complementary Skills Model			
One teacher re-teaches, one teaches alternative information (two student groups)			Flexible grouping provides students at various proficiency levels with the support they need for specific content. Student group composition changes as needed.
Learning Style Model		Teachers introduce and teach to a variety of modalities and approaches (i.e. tactic, auditory, visual, kinesthetic)	

Co-planning

In order to have the ability to implement the models above, it is pertinent that the co-teaching pair has time to plan together. "Co-planning is considered an integral part of a successful co-teaching relationship in which both teachers have arity and use their individual expertise to benefit all students" (Pratt, Imbody, Wolf, & Patterson, 2017, p. 243). Time to plan is often difficult in any part of education, however, in terms of co-teaching planning, it can be extremely difficult for a number of reasons. Lack of common planning time is the most common reason for insufficient co-planning, but "other practical challenges include different planning styles, distractions that can occur from colleagues, or side bar conversations about particular students during planning sessions" (Pratt et al., 2017, p. 244). However, despite these challenges, there is resounding research that supports and explains the importance of co-planning.

In response to these difficulties, Dove and Honigsfeld (2018) created a three-phase co-planning framework. Phase one begins with pre-planning which happens independently; Phase two then includes the collaborative planning piece that happens together; then Phase three includes post-planning that is completely individually (p. 39). Pre-planning includes reviewing

curriculum, selecting that language and content that is wanted to be addressed in the lesson, and identifying the background knowledge that is needed for the lesson (Dove & Honigsfeld, 2018, p. 39). The collaborative planning phase is where the co-teachers come to agreement on the items they had pre-planned. Then, the post-planning phase is then preparing the scaffolding, differentiation, etc. that was agreed upon in the collaborative phase that is brought to fruition to be ready for the lesson.

According to Dove and Honigsfeld (2018) co-planning preparation should center around four main dimensions. First, establish a partnership and lay the foundation for collaboration. Next, student data should be used to make instructional decisions. Then, planning instruction using both teachers' expertise. Lastly, there should be a drive to impact student learning systematically in favor of collaboration (p. 27). This fourth dimension is what will make co-teaching a sustainable practice for all schools, administrators, teachers, staff and students. Once the lesson is planned, co-planning does not end. For long term success, there is much more that will need to be incorporated into the planning process.

However, the planning around what happens in the classroom is very important as well and co-teaching cannot run smoothly without it. As a result of co-planning Pratt et al. (2017) states: "Co-teachers must be on the same page in (a) what will occur in the lesson for the day, (b) who will teach which components, (c) the instructional models that will be used, and (d) any accommodations or modifications that will be given to particular students" (p. 244). This is the time where both teachers are able to share their expertise and come to shared agreements about the lessons that will meet the needs of all their students.

Planning instruction in a co-taught classroom is not possible without looking at the curriculum. The curriculum in a co-taught classroom must "be reflective of both the grade-level content and the language-development standards" (Dove & Honigsfeld, 2018, p. 33). To do this, the discussion on learning outcomes need to focus on "what the students need to *know*, *understand* and be able to *do* and contain a scope and sequence of the content, the choice of resources and expected progressions, and what formative and summative measures will indicate attainment of goals" (Dove & Honigsfeld, 2018, p. 33). Curriculum mapping and alignment are essential in the success of co-teaching. Curriculum planning must span from the district level down to the individual. Honigsfeld and Dove (2015) use the following table to represent what is to be accomplished at each level within a school district when it comes to curriculum planning:

Table 3.1: What IS ESL Curriculum Planning? (Honigsfeld & Dove, 2015, p. 49).

What Is Targeted?	What Is to Be Accomplished?
Entire district	To establish common goals and a common curriculum framework from prekindergarten to high school graduation; the focus is on curriculum mandates, curriculum continuity, and meeting state standards and state regulations
Whole school	To plan coordinated instruction based on locally defined, broad-based outcomes
Multiple grades	To plan a multigrade scope and sequence of target content area to meet established district and school goals and establish opportunities for curriculum acceleration
Grade level	To plan learning experiences within the multigrade scope and sequence of the content
Class or group	To establish learning targets and plan scaffolded and differentiated learning activities, resources, and assessment tools
Individual	To plan individualized instruction for students by accelerating and/or adapting curricula using appropriate accommodations and modifications

Co-teacher Roles and Relationship

The co-teacher relationship is important for the success of the lesson and for the benefit of students. "Effective co-teaching can be compared to synchronized swimming--teammates must carefully coordinate, not only to win but to avoid drowning" (Beninghof, 2012, p. 7). Classroom climate goes hand in hand with creating a collaborative relationship. Beninghof (2012) explains that co-teaching relies heavily on "differentiated instruction, cooperative learning, and hands-on projects" (p. 18). However, Beninghof (2012) adds that the climate can be chosen by the co-teaching pair. Some suggestions for a successful co-teaching classroom include "individual differences are honored," "fair treatment is not always equal treatment", "mistakes are celebrated", and "interactions are respectful", to name a few (Beninghof, 2012, p. 19).

Communication is the key to success in any relationship and co-teaching is no different. Cook and Friend (1995) support this by stating co-teaching is more than lesson planning, "it also relies on effective and ongoing communication" (p. 12). Teachers often have a difficult time finding time to co-plan. When there is not enough time in the day to co-plan, communication is the highest priority in order to create a successful teaching and learning climate for the students. "Time constraints might cause teachers to feel that they can skip the talk and get right to the teaching. In the long run, this usually results in more time spent fixing problems arising out of assumptions" (Beninghof, 2012, p. 22).

Another crucial factor in co-teaching is communication within the co-teaching pair. It is critical to also have communication and feedback from administration. Honigsfeld and Dove (2015) have created an observation and coaching tool named I-TELL (Integrated Teaching for

ELLs Observation Tool). Some 'look-fors' that are included in this tool are parity, integration of

language skills, opportunities to talk, engagement, and formative assessment use (Honigsfeld &

Dove, 2015, p. 75). The following explains these 'look-fors':

> **Parity:** Do both teachers participate equitably in the lesson (not equally)?
> **Integration of language skills:** Do both teachers provide instruction and support for content and language development?
> **Opportunities to talk:** Does the smaller student-teacher ratio lead to higher levels of student-to-student interaction and more student talk for academic purposes?
> **Engagement:** Do both teachers provide students with meaningful, challenging learning activities that make engagement visible?
> **Formative assessment use:** Do the co-teachers collect and respond to formative assessment data to offer immediate intervention as needed, as a result maximize the benefits of co-teaching? (Honigsfeld & Dove, 2015, p. 75).

Each of these specifications focus on student centered teaching and equitable collaboration

between the co-teaching pair.

In addition to establishing parity within the relationship, the establishment of roles within

the partnership is important. Often the ELL teacher is seen as inferior to the classroom or content

teacher. However, in a co-teaching scenario this is not an effective practice. On the other hand,

ELL teachers also had a difficult time teaching a whole class when they were used to teaching

small groups. A study in a Colorado elementary school gives light to the struggles and

importance in establishing clear roles. Beninghof and Leensvaart (2016) describe the difficulty

classroom teachers have in giving up their control in their classroom and sharing instructional

times but also give light to the struggles of the ELL teacher moving into a classroom teacher role

(p. 72). Yet, it was established that "whether students were native English speakers or not, the

ELD (ELL) teachers could help; they had a valuable set of skills they used to provide explicit

instruction in the language of reading, writing, and mathematics to decrease this gap" (Beninghof

& Leensvaart, 2016, p. 72).

If roles are not established and the expectations are not made clear from administrators, it is very easy for ELL teachers to be "drastically underused, holding up the wall in the back waiting to help out or becoming a 'kid whisperer' for the ELLs" (Beninghof & Leensvaart, 2016, p. 71).

While both teachers are expected to instruct the whole class, their expertise remain dichotomous. Often the ELL teacher's role is "distinctly that of language acquisition specialist, while her (their) co-teaching partner is the content specialist" (Beninghof & Leensvaart, 2016, p. 73). That is not to say that the ELL teacher is used as a small group specialist, they are still to be utilized as a whole class instructor for parts (if not all) of the lesson. These specific expertise viewpoints are also evident in the co-planning process, not solely in the classroom setting. The ELL teacher's role is to contribute "knowledge and skills regarding language learners by identifying vocabulary barriers in the lesson, determining needed language scaffolds, and planning for meaningful speaking and listening opportunities" (Beninghof & Leensvaart, 2016, p. 71). However, the classroom teacher's role may be to "determine the learning target, pacing of content, and alignment of standards" (Beninghof & Leensvaart, 2016, p. 71).

Chapter 3: Methodology

Purpose and Research Question

Though research explains the effectiveness and benefit of co-teaching, this study focuses to gain the perspective from the ELL teacher, within a co-teaching pair, about their planning, co-teaching relationship, and which model is preferred in the classroom. This research aims to answer the following questions:

1. Which co-teaching models are preferred in co-taught classrooms? What influences the practice of the chosen model(s)?

2. What may be significant issues that affect the co-teaching relationship?

The research targeted 10 ELL teachers that currently are in co-teaching scenarios. The ELL teacher will be interviewed to collect data explaining a more detailed experience of their co-teaching training, planning, instruction, in addition to their model preference, as well as giving details about their co-teaching relationship.

Participants

Data were collected from five co-teaching ELL teachers ranging from elementary school to high school. Although ten ELL and their classroom and content teacher counterpart were targeted for this research, the content and classroom teachers were difficult to get to consent to the research. In addition, five ELL teachers also declined participation in the research process once the consent forms were sent out to sign.

The classroom teachers they co-teach with range from elementary classroom teachers at the elementary levels and content teachers at the secondary level. These classroom teachers and content teachers declined participation. These classroom and content teachers were not

interviewed. The research now focuses on the ELL teachers' perspective and experience. The students in these classes include ELLs, special education students, and general education students. Students were not interviewed in this study, they were only referred to by their ELL teacher in some interview responses.

Table 2

Participant Information

Part 1

Participant/ Gender	Title	Licensure
1- Female	Newcomer ELL Teacher	English as a Second Language (K-12)
2 - Female	ELL Teacher	English/Language Arts (7-12) and English as a Second Language (K-12)
3 - Male	ELL Teacher	English as a Second Language (K-12)
4 - Female	ELL Teacher	Spanish (7-12) and English as a Second Language (K-12)
5 - Female	ELL Teacher	English as a Second Language (K-12)

Part 2

Participant/ Gender	Grade Levels Teach	Grade Level/Subject Co-Teach In	Years Teaching	Years Co-Teaching
1- Female	9, 10, 11, 12	9, 10, 11, 12 Math	7 years	1 year
2 - Female	2nd	2nd	21 years	10 years
3 - Male	1st	1st Reading/Writing	8 years	8 years
4 - Female	4th and 5th	4th and 5th Reading/Writing	24 years	15 years
5 - Female	7th	7th Reading/Writing	1 year	1 year

Part 3

Participant/ Gender	Received Formal Co-Teaching Training	Attended the Co-Teaching Training Course	How Many Co-teachers	WIDA Level of Co-taught Students
1 - Female	Unsure if it was formal.	Maybe. The events attended were sparse and varied. Attended everything that was recommended.	1 co-teacher	Newcomer, Level 1, Level 2
2 - Female	Yes.	Yes. First was a seminar in 2005, then again trainings started in 2014.	3 co-teachers	Levels 1, 2, 3, 4 and exited EL students
3 - Male	Yes.	Yes. There was a year-long co-teaching course my first year co-teaching. Since then, there have been the same course and I have attended periodically.	3 co-teachers	All levels but geared towards Levels 3 and 4
4 - Female	Yes.	Yes. Training from the University of Minnesota (TEAM-UP) from 2005-2007 and district trainings from 2015 to 2018.	3 co-teachers	Level 2, Level 4, and Exited EL Students
5 - Female	No.	No. We only have had co-teaching prep classes here and there at district days. It was touched on briefly in graduate school.	2 co-teachers	Level 3, Level 4, and Exited EL students

Materials

      Co-teaching training information. This study will collect data through interviewing the

EL co-teacher. One piece of information that will be collected through these interviews will

include identifying any training that the co-teaching pairs attend. Each teacher has the

opportunity to participate in a number of co-teaching trainings each school year. In these

sessions, they are taught using new teaching models that they are to then incorporate into their

lessons, depending on the specific needs in their classroom. Some of this information may

contain background on existing research on co-teaching, benefits for certain models, and

strategies to implement in the classroom. Based on whether or not the EL teacher has attended

these trainings, or been offered to attend, will help to determine the execution of the co-teaching

models in the classroom.

Demographic survey. ELL teacher interview participants will be instructed to complete

a survey that will provide information regarding their teaching experience and their ELL

population.

Table 3

Demographic Survey Questions

1	Your Name (This will remain anonymous in the write-up, I will just need it when placing interview information with these demographics)	7	Did you attend the training course(s)?
2	What grade level(s) do you teach?	8	If [yes] you attended, how many courses and what year(s) did you attend?
3	What grade level(s)/subject do you co-teach in?	9	If [no] you did not attend, what was the reason for not attending?
4	How many years have you been teaching?	10	How many co-teachers are you currently co-teaching with?
5	How many years have you been co-teaching?	11	What level of EL students are in your co-taught class(es)?
6	Have you received a formal co-teaching training course/courses?		

Interviews. Finally, data will be collected through individual interviews of 10 different

co-teaching pairs. The interviews will not take place with both members of the pair together to

ensure the greatest honesty and accurate responses from the teachers. The interview questions

come from *Effective Co-Teaching Practices,* a guide adopted from the Maryland State

Department of Education (2012). The questions will be led by referring to the models discussed

by Beninghof (2012). These questions include, taken in part from the Maryland State

Department of Education's (2012) guide to co-teaching.

Table 4

Interview Questions

Introduction Question	
1.	If someone asks you about co-teaching, what are the first 10 words that come to mind? Why?
Roles and Relationship	
2.	What do you see your role to be in your co-teaching relationship?
3.	What is the role of your co-teacher in your relationship?
4.	Tell me stories about when these roles were evident.
5.	Tell me stories when these roles were less evident.
6.	Do you feel as though you have parity (equality) with your co-teacher(s)? What factors help or hurt that parity? Give examples that explain these factors.
In the Classroom	
7.	What models do you use in your classroom? Explain what it looks like in your classroom.
8.	How common is it for you to use the __[above]__ model?
9.	Tell me about a lesson, start to finish, that you would consider best case scenario. Why did it work?
10.	Tell me about a lesson, start to finish, that you would consider to be worse case scenario. Why did it not work?
Support	
11.	Tell me about the support that you **have** from your co-teacher, school, and district.
12.	What are some ways that you could feel better supported?
Final Question	
13.	What is your idea of an Ideal Scenario with your co-teacher?

Procedure

       Collect demographic data from interviewees. First, the participating EL teachers will complete a demographic survey. This survey includes information about the WIDA level of students they teach, the grade level they teach, how many years they have been co-teaching, how many years they've been teaching, what training they have attended, what training has been offered, and the number of co-teachers they are currently co-teaching with.

       Interviews. The final step of this research will be to interview the co-teaching pairs. The pairs will be interviewed individually, not together, in hopes to have more honest and accurate responses to the interview questions. The interview will center around what co-teaching models are preferred and are most effective in the eyes of the teachers depending on their student population and other contributing factors. These interviews will be the most important aspect of the research in order to answer the primary research questions.

Chapter 4: Results

This qualitative study addressed the following research questions:

1. Which co-teaching models are preferred in co-taught classrooms? What influences the practice of the chosen model(s)?

2. What is the ELL teacher's perspective of the co-teaching relationship?

The analysis of these research questions yielded varied responses within the interview style research. The results are organized by the questions that were asked that followed the three main categories of roles and relationship, implemented models in the classroom, and support. The questions urge the participants to give details into their own experiences within these topics. The categories highlight the components of co-teaching that can be seen as most important for the success of this practice. This study solely concentrates on the perspective of the ELL teacher.

Co-teaching Description

To begin, the participants were asked to list and explain ten words that came to mind when they thought of co-teaching. Some answers closely related, whereas there were a few words that were specific to particular teachers. 'Challenging' was one that was represented in three out of the four interviews. Explanations for challenging included reference to having a different teacher in the mix with different teaching styles and habits, and having to learn the others' personality and grow to establish parity. In addition to learning how to teach with another person in the same classroom, there is also the challenge of finding time to plan together. In turn, when there is not time to plan, it can make co-teaching challenging.

A few participants expressed frustration through words like 'chaos,' 'space,' and 'time-consuming.' One teacher stated that it can feel very chaotic when there is not time before the

lesson to collaborate consistently because then walking into the classroom the ELL teacher is not exactly sure how to proceed and contribute to the lesson.

'Beneficial,' 'helpful,' and 'effective' focus more positively on what can come as a result of successful co-teaching. Co-teaching can be effective because the load of teaching is equally shared. Students can grow because they are able to get more attention when there are two teachers in the room versus only one. It can be beneficial for both teachers and students when there is thoughtful co-planning that is able to take place to result in students being more fully engaged.

More personal feelings were represented with words such as 'exciting', 'energizing', 'collegial,' 'fun' and 'rewarding'. Interestingly enough, these descriptive words came from a range of ELL teachers from a veteran teacher who has co-taught for 15 years, to a middle ground teacher of seven years, to a first-year teacher. Co-teaching is described as being rewarding when there is time to co-teach and co-plan. In addition, another participant exclaimed with joy about their feelings of being energized and having excitement about co-teaching. They stated that the excitement came when ELL students made progress and were more integrated in the mainstream as leaders and thriving. The same teacher explained how they thrive on relationships and therefore having the collaboration and relationships (collegial) with their co-teachers continues to push them to build on the successes. 'Fun' put a positive twist on challenging, explaining that the different dynamic of having two teachers in a classroom added a new challenge. They also added that they got along well with their co-teacher.

Role and Relationship

The first category aimed to gauge the ELL teacher's perspective of their role in the co-teaching relationship, as well as how they viewed their co-teacher counterpart. The participants responded by giving examples as to why they saw themselves in a specific role. It was noted by many that co-teach with multiple content or classroom teachers, that their role varied depending on their co-teaching counterpart.

Many began by referring to their English and ELL expertise as being their main role in the relationship. This expertise includes the ELL student's perspective and knowing what they need to be successful in the mainstream class. Expertise also includes the language focus by adding in supports, scaffolding, and different strategies that will benefit the learners. Also, depending on the student population within the class, the ELL teacher is seen as the lead teacher because of the high ELL population within specific classes.

A different participant saw their role as leading the content or classroom teacher in order for them to get to a point where they no longer need to be co-teaching and are able to implement these language strategies in their classroom alone. Another participant added that they provide knowledge about the varying ELL levels that the district follows so that the content or classroom teacher can decode their classroom skills, test scores and other data. The teachers that have been with the same co-teachers for more than one year felt as though the lead role was evenly shared between the pair, however when an ELL teacher is paired with a first year teacher, for example, the ELL teacher is put more in a lead role because of their background knowledge of ELL students but also because of the knowledge of the curriculum and scaffolding.

Whereas, the ELL teacher often sees the content or classroom teacher as the content expert and standards that need to be met, especially at the secondary level. The content teacher at the secondary level often plans the lessons and the ELL teacher interjects the language objectives, scaffolding, and other strategies to help ELL students to succeed.

Also, there are varying perspectives as to which teacher may know the ELL student best. Some ELL teacher participants work more closely with their students and may know them better than the classroom or content teacher; on the contrary, some ELL teacher participants have very large caseloads or only see the student for one subject or class period, and therefore the classroom or content teacher may know the students' needs more than the ELL teacher may. In the elementary setting where the classroom teaches the students all day and for all subjects, the content teacher may know the student's abilities more than their ELL teacher who has over 80 students on their caseload to serve in a day.

Another role of the content or classroom teacher is to organize the logistical parts of teaching like grades, report cards, behavior referrals, collecting work and papers. The content and classroom teachers are seen as the ones to know what direction the class needs to go in terms of the curriculum map, the state expectations, and the testing perspective. The content or classroom teacher knows the standards and levels that the students need to be at for that particular grade level.

To follow-up the participants perspective of the roles, they were asked to provide a story, or more, of a time these roles were evident in the classroom or planning process. Participants responded by saying:

> I started co-teaching back at the Middle school level, that was really me bringing the
> language piece. I was less familiar with the content and we'd go through language targets

and sentence frames. This worked fairly well. She (the content teacher) was also co-teaching with a SpEd teacher a different hour. A non-ELL student said "it's very confusing, I don't know which one of you to listen to."

With the brand new teachers, I know that they're learning all the other curriculum so I asked if I could take the lead and they were more than willing to allow that. I bring the resources to supplement and this is how I'd pace it. They ask questions or challenge these ideas when necessary. Those new teachers who hadn't had classes about teaching writing were open to it.

Another participant stated:

Today we started autobiographies and biographies. I got the slides from the co-teacher. I made a copy of the slides and adapted them. I broke a part the sections that needed to be broken down and added in processing times for the students. I gave out printed copies of the adapted slides to the lower students that wasn't as wordy as the one the teacher had. I also add sentence frames on the board for the classes, if they choose to use them.

A different participant who has a higher number of ELL students in the co-taught class stated:

Both content teachers were under the impression that I was going to magically teach the class; however, I was under the impression that they would teach the content and I would support with language strategies. It was evident that the content teachers didn't have a lot of experience with ELL students and weren't able to teach them effectively. Since I have more experience in that area, it felt as though it was my job to fix the 'chaos' but I wasn't sure how to do that not knowing the content.

One of the more veteran ELL teachers explained the roles of the co-teaching model referring to

an example which includes a past student:

One of my students who was in 4H is performing remarkably. Former students come back to visit and some are going into law enforcement. My banker is a former student. I have three colleagues who were former students. When I see former students thriving and our programming choices are a part of why they (the students) are so successful, and why we as teachers are. When there is success, it tells me that the students were happy and comfortable in their co-taught classrooms.

Each ELL teacher can explain that there are defined roles in their co-teaching pairs.

Depending on the years of teaching, time to plan, and nature of the subject matter, those roles

vary. Sometimes the ELL teacher is strictly for support of resources to serve ELL students where

they adapt the given lesson specifically for the students who are in need of that support, "I gave out printed copies of the adapted slides to the lower students"; whereas other times, the ELL teacher is the lead, "With the brand new teachers, I know that they're learning all the other curriculum so I asked if I could take the lead and they were more than willing to allow that." Through these ELL teachers' perspectives, it can be decided that the role of the co-teaching pair is ever moving and changing to meet the needs of the students, but also in result of co-planning time, or the lack thereof.

When the roles changed and were not as the participants had explained, the stories they told almost did a one hundred and eighty degree turn around. Teachers who were strong leaders, gave examples of when they walked into the room and the content teacher had taken full lead and the class was on task and had the tools they needed to be successful. Another participant spoke about when there are two veteran teachers and both are familiar and comfortable teaching the content, it can create difficulty when their ideas don't match up but the ELL teacher still needs to push the scaffolding and strategies that are needed for the ELL students in the class. At the elementary level, one participant explained the difficulty of being less effective when their grade level is in different places in the curriculum which means that they do not have time to plan with the classroom teachers which results in a speak and add scenario. A different participant also explained the roles change when there isn't time to plan, adding that they are only able to co-plan once a month sometimes. Lastly, when the pre-planning isn't complete and the ELL teacher doesn't receive the lesson plan-ahead of time, it makes it difficult to adapt it for the students who need it.

To complete the category of roles and relationships, the participants were asked if they felt as though they had parity (equity) with their co-teaching counterpart and what factors either hurt or help that parity. The participants had varying perspectives and examples to explain the parity, or lack thereof, that they feel. Some factors included years of teaching experience, co-planning, co-teacher versus student perspective and different model preferences.

One participant stated:

From my co-teacher and mine perspective, I feel parity and respect. The students don't see that parity as much. It's difficult for the students to see us as equal. Factors that help the parity are communication and being able to identify our roles and how that looks in the classroom. Factors that hurts it is when the ELL teacher is with too many co-teachers, there isn't adequate teaching and it becomes a more supportive para role.

Another participant explained:

Yes, I feel like I do (have parity). In one case, I feel as though the classroom teacher doesn't have parity because they don't have the background of reading where I do, but we'll get there. Factors that hurt the parity are lack of knowledge of the subject you are teaching, if the classroom teacher isn't invested in learning ELL strategies. You have to have two teachers that are both dedicated and willing to learn.

Another participant described the parity as fluid and always changing:

Depends on the day. One of my co-teachers, we feel equal and in this classroom I feel as though our students do better. We have similar teaching styles and we also have the same prep so we have planning time. The other co-teacher is more dominant in their classroom, so it's difficult to see it as equal. I still am able to support the students I need but it's not as equal. Slowly it is becoming integrated but we have opposite teaching styles so it's difficult to.

One participant was quick to respond, stating there was definitely no existing parity:

No, I don't feel like I have that (parity). In some ways, I feel less equal and in others I feel more equal. It's difficult for me to go into the content area, space, and organization of my co-teacher and feel like I have parity. There was a student that needed a practice test before they took the test and my co-teacher wasn't in the classroom and I didn't know where to find the things the student needed.

One of the participants who has four different co-teachers explained that it varied depending on the teacher:

> I'm co-teaching four co-taught writing lessons. I feel parity with three out of the four teachers. Most students see me as a writing teacher and not the language teacher. When I get to the class, the lesson starts. However, the fourth of the co-teachers takes more of a lead role and I'm more of the support.

Therefore, it is evident that communication, time to co-plan, and mutual respect, along with parity, are very needed in the co-taught classroom for the practice to be successful. If the content teacher continually takes the lead, the ELL teacher is used solely for support. As the co-teaching need in this specific district is at high need, but the number of ELL teachers is not currently able to be in all those classrooms that need it, it is resulting in many ELL teachers being stretched thin and trying their best to meet all the students' needs. As one of the participants stated, "You have to have two teachers that are both dedicated and willing to learn."

In the Classroom

The second category was in the classroom, which focused on the models the co-teachers prefer and what that looks like in the classroom setting. Out of the seven to nine models the teachers learn in training, there were six that the participants implement in their classrooms. With that being said, each model may look a little different, depending on the experience of the teacher, the students, and the content or grade level. The graph below represents how many of the participants (out of five) practice the model in their co-taught classes.
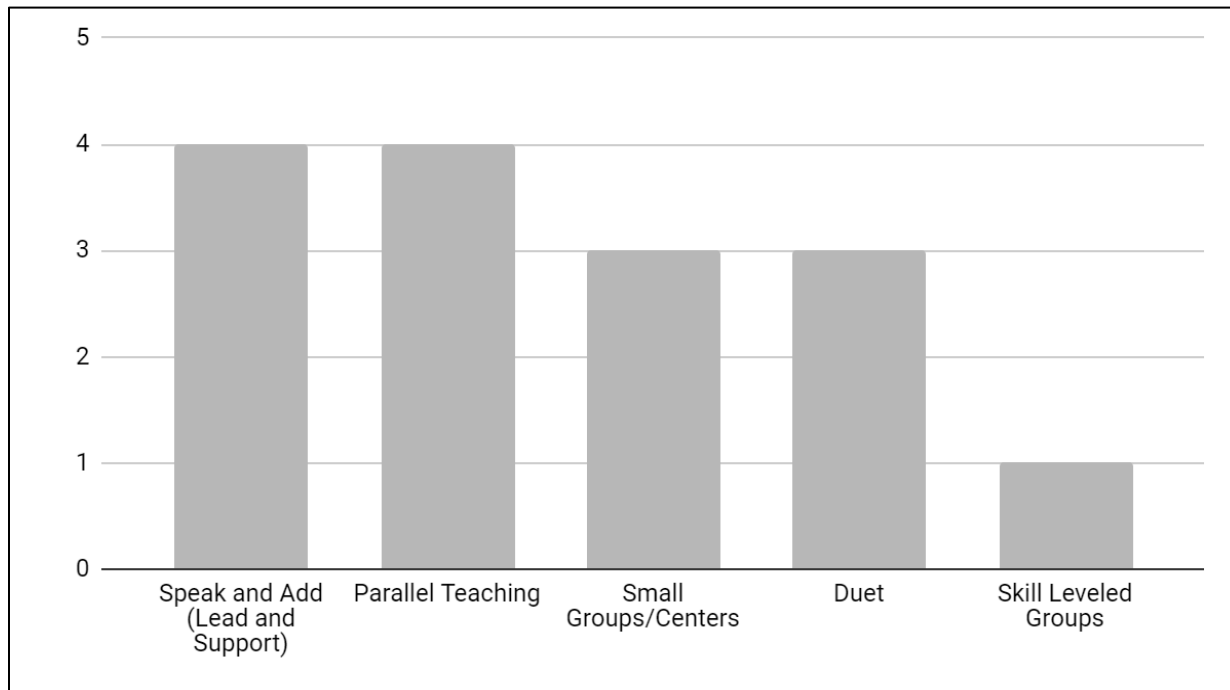
Figure 1. Preferred co-teaching model.

It is evident that Speak and Add, as well as Parallel Teaching are the most common models for these 5 co-teachers. However, it is exciting to see that Duet is being used by the majority of these teachers as it is the most effective co-teaching model. Speak and Add is the common model due to the lack of co-planning. If one of the teachers (and that role may change as to who is the lead) does the planning, then that teacher will most likely lead the lesson with the second adding in and supporting where and when it is necessary.

Support

Another aspect of co-teaching that was asked about is the support, or lack thereof, that the ELL teacher feels from the co-teacher, school and district. As could be expected, the experiences of support varied from teacher to teacher. Some feeling very supportive from every realm, and others feeling as though sometimes they are truly on their own.

One ELL teacher has had very positive experiences stating:

> My school is a very good school to co-teach in. Every teacher I have worked with has seen the value in having the ELL teacher. The district provides training for us, but even years before we had an ELL coordinator, my school would respond well when I came to them wanting changes in different things like conference scheduling for parents who need interpreters. Here I have always felt valued and respected.

A different participant explains their experience by giving details about the leadership and administration that have backgrounds in ELL and therefore are big advocates and support the ELL programming happening in the district. They explained:

> At the district level, we have our coordinator who is seriously knowledgeable and a leader within the field with a strong connection with research and legal advocates; as well as a personal commitment and experience being a language learner. Having this leader changes everything. The district provides curriculum for us that supports our (ELL) students. Our director has a seat at the table of curriculum with our curriculum director.
>
> At the (elementary) school level, our support comes from having a principal that understands us. The principal is a former ELL teacher. There isn't something we don't have support for.
>
> At the classroom level, having enthusiastic colleagues that support and value the model (of co-teaching) gives me support. They are educated because of leadership who taught them. My co-teachers are naturally collegial, and they want to collaborate. So almost all of them are experienced, they can't imagine anything different than co-teaching.

A different elementary ELL teacher stated:

> At the co-teacher level I feel very supported. My co-teachers are all willing to meet with me before or after school, or during prep to get done what we need to get done. They are very flexible if we need to mix up groups. At the school level I feel as supported as I need. I could see that newer teachers may have a more difficult time, but where I am at in my career I have what I need. There isn't usually enough PD for ELL teachers, however. At the district level the support is there, but it's up to the teacher to take advantage of those opportunities.

At the secondary level, the participants provide both extremes. One states:

> From the co-teacher level, I didn't study language arts so they are able to fill in where I'm not as confident in teaching. We really use each other's expertise. At the school level we are able to use our prep time to work and plan together. It's not necessarily blocked

out, but it's offered. At the district level, books and trainings are given out. The trainings

are very basic but I don't think it would be entirely helpful to go much deeper.

On the other hand, the other secondary participant's experience, who co-teachers a different

content area, was much different at the school and district level.

> At the co-teacher level I feel supported. When we have the time to connect, it is lovely. But, I feel very little support from the school and the district. There was none, no support, until we demanded attention. The decisions that affected us were made above us. Once we started asking for help, we had a meeting to change curriculum but then, after that, no check in. Then we continued to ask for support and the ELL coordinator provided support and ideas to take place as well as a different visit from one building administrator who came to watch (a lesson) in one occasion. Which was helpful, but when this class was changed there hadn't been a pre-thought out plan for the class. And recently, no one has checked in with us for months. Students are not learning what they need to be and it is devastating that I had a part in that happening.
> But one way I have felt supported by my district is that they give us paid time outside of the school day to co-plan, which is great and helpful. So, it is something.

Whereas there are aspects where ELL teachers could feel better supported and they have

many ideas as to how this could happen. Many of the participants responses referred to better

curriculum and curriculum mapping, training, number of students in the class, planning time,

expectations of roles, space, paraprofessional support, and scheduling.

> One participant stated:
>
> Scheduling (is one way we could feel better supported). My co-teachers are fairly good about moving writing so that I can be in there but everyone wants reading in the morning so I'm unable to be a part of each section's reading/writing. If teachers are unwilling to change their schedules then I'm unable to service those students. That's when administration should come in and support our teaching.

Another participant, from the elementary perspective, focused on the expectations and

space saying:

> The roles need to be better explained and established from the beginning. I think more space could be more conducive to co-teaching. There needs to be tables and what we need where we teach. We have a desk in one co-teacher's room, and we are supported there, but we need a desk and space in each of the rooms we co-teach in to be able to feel

supported there too. It would also be nice to be able to go observe other teachers (mainstream and ELL) teach. I think it is a possibility (in our district) but it could and should happen more often. It should be mandatory from our director.
A different participant had similar anecdotes.

> More planning time is needed. More discussion about co-teaching scenarios that happen and how to navigate them instead of simply looking at strategies. More clear expectations of co-teacher roles and expectations, more times than not teachers don't know and then it gets muddled together.

One of the veteran teachers has a different perspective in that fact that she feels very well

supported with only 'one problem'. They state:

> The only problem I'm having right now is my ELL para is cut for next year. Students are performing well because of a language para, me (the ELL teacher) pulling them for writing and reading. I feel like all the students have multi-level approach to support them. Also, there needs to be continued training for the mainstream co-teacher.

The last suggestion of support comes from the secondary level where the content, as well

as the class size and demographic drastically made it a unique co-teaching scenario. This

participant explained.

> I think that having had some sort of plan, meeting, and support before the school year started would have been helpful. The teacher and I had met during the summer to create a sort of curriculum map, but the plan had to be changed because of the class load that changed last minute. So the plan was no longer helpful. I think if we would have been trained the whole year, that would have helped. (Because of the demographics) it is suggested to split the section into two in order to validate the needs of the students.

> I would also feel supported if suggestions of scheduling would be taken from us because there are 8 students in this class that are strictly in this class due to scheduling not because they should be based on level.

The participants have mixed views about how they feel supported by their co-teachers,

school, and district. It can be concluded that areas where most all of the participants could feel

better supported would be in terms of co-planning and scheduling where they would be able to

have co-planning time with each of their co-teachers on a regular basis. In terms of scheduling, at

the secondary level it is pertinent that the schedules are set up to best support ELL students in getting the support they need but also getting the regular education classes that they need for graduation fulfillments.

Ideal Scenario

In much of the existing resist, the ideal scenario is written about in almost each given source. The ideal scenario often includes the Duet Model, parity among co-teachers, co-planning time, and support from administration within the school. The participants of this study do not veer far from this path. The most evident and repetitious answer was co-planning time.

The three participants that were strong in their mention of co-planning time as ideal stated.

> Ideally, planning time. Early on I learned that reading/writing is a small art of their day but a big part of my day. I decided let's plan the unit and what the days are, then come back and plan the individual days.

Another participant stated.

> Ideally, as an EL co-teacher at the elementary level, an ideal scenario would be working with one grade level so that you could have three to four teachers you're working with that are flexible. And co-planning time.

A different participant simply put their co-teaching ideal scenario by stating.

> Adequate co-planning time in order to adapt the lesson for students to be successful. Similar teaching styles are helpful but if there's enough co-planning time we can make it work.

The last two participants did not focus on co-planning but have different perspectives as to what their ideal scenarios are. They also have drastically different scenarios with one being an elementary ELL teacher and the other being a secondary ELL teacher. The secondary participant describes her ideal scenario in the following words.

Less students in once class. Honest, I think that is the biggest factor in play here. Less students so we can run smaller groups. Start the groups in the same place so we can provide instruction and work time, do the practice tests together before they're supported and ready to take the tests on the same day. Ideally, I want to support each other and be supported.

This participant did add about co-planning time stating:

Also, we would both have common planning time worked into our day so we could have the opportunity to at least meet about what we're going to do, teach, assess, and to inform what and where we're going next.

The last participant had a hard time envisioning an ideal scenario as they feel as though they are in one. They described their scenario below.

I've got it (the ideal scenario). Every day I go to work, I have it. First, the level of knowledge for teaching ELL from the mainstream side is there. They have good management skills so when the behavior is under control then we can dig deeper and move them the farthest that they're able to go and think about how we can make the lesson more engaging for them.

 Having an ELL para who is talented and knowledgeable and discusses what I need done and does it. They deliver interventions exactly as I say.

 Administrative support for the model is there and continued advocating for the co-teaching model. Training for the model from the district level to my colleagues from a bottom level to a knowledgeable level that we have the common language of the models, learning targets, and other ELL strategies.

 Common planning time, can't do anything without it. It's needed to map out lessons, know the curriculum.

 I am very collegial with my co-workers, even just hanging out for lunch and enjoy each other's company. Students can tell when the co-teachers don't get along.

As stated above, co-planning time is the recurring theme throughout ways that these participants could feel better supported and what they envision as being a part of their ideal co-teaching scenario. Therefore, the ideal co-teaching scenario would include one or two co-teachers so that those content and classroom level teachers would be able to learn best practice and strategies for ELL students to then, after co-teaching for a year or two, be able to implement those strategies and practice into their own classrooms without the help of an ELL teacher. In

addition, co-planning time at least once a week with each co-teacher to devise a plan for the week, create lessons, build in the needed supports, and know the role that each co-teacher will play in the execution of the lesson. Lastly, the school administration and district must be in full support of the co-teaching model for it to succeed. Administration must support co-teaching by creating that co-planning time in the schedules of the teachers, by creating class schedules that allow ELL students to be in co-taught classes but also receive the other subject areas and classes that the individual students needs, and lastly by holding classroom and content teachers accountable in implementing best practice in their classrooms in order to differentiate and fulfil the needs of all students, especially their ELL students.

Chapter 5: Discussion

To conclude, both research questions were answered extensively by all five participants. Many factors contributed to their answers, however, there were a few commonalities within their answers. Looking at the first research question of which co-teaching models are preferred in co-taught classrooms? As well as, what influences the practice of the chosen model(s)? Put simply, the Speak and Add model, as referred to by Beninghof (2012), is the most used co-taught model. Speak and Add can be pre-planned quite simply through emails and shared drives in order for one teacher to be the lead of the lesson while the second teacher adds in when necessary. If the lead teacher is the content or classroom teacher, this model allows the ELL teacher to interject different visuals, language, and other supports that will benefit the ELL teachers that may not be in the forefront of the content or classroom teacher's mind. With the ever-occurring theme of not enough co-planning time, this model allows for instruction to take place but also allows for that interjection by the second teacher if something isn't included in the main instruction. Speak and Add can also be the go-to when the co-teaching chemistry and parity is non-existent. If there are two different teaching styles, Speak and Add leaves less room for collaboration resulting in space to add in what is needed but no more. Now, this is not a good reason to default to this model, however, one of the participants explained this as their reason for using this model.

The second common model that is used in these teachers' instruction is the parallel model. This, most evidently, gives the ELL time and space to specifically meet the needs of the students and the content or classroom teacher to dig deeper into the content that is being taught for students who are excelling for that particular topic or lesson. These ELL teachers alluded to the fact that the reason for parallel teaching is to be sure the ELL students who need that extra

support are given it and the parallel model provides that opportunity. Therefore, the class is divided most frequently by ability and skill, in order for the parallel lessons to be scaffolded to support those skills. This model creates a safe space for the 'lower' students to feel successful and not be influenced by their peers who may be performing higher than they are. This looks similar in the co-taught reading/writing class as it does in the co-taught math class. Groups are divided by proficiency of a specific skill and the teacher that is with that group is then able to meet them where they are.

There are two teachers who stated that they often use small groups in order to service the greatest number of students but also have a smaller group to better meet the needs of the students. At the elementary level the small groups are contained in the regular education classroom whereas at the secondary level the small group is pulled out (occasionally) for what the needs may be. At the elementary level, the small group centers have different content at each station or group which allows the ELL teacher to have a language focus of the given content at their station to support the language of the given topic and lesson. Whereas, at the secondary level, the pulled-out small group is utilized for assessment and to analyze understanding of the lesson.

Different factors give input to the co-teaching pair as to what model they choose for which lesson. Although it is very clear that co-planning time is often the leading factor in that choice, sometimes the choice of model depends on the lesson, content, or student interest. Changing models each day or every so often is good for the co-teaching pair but also good for the students to have variety which gives them higher engagement and interest in the lessons being taught.

Lastly, the second research question was, what may be significant issues that affect the co-teaching relationship? These responses provided interesting perspectives because, although the ELL teacher participants provided their own perspective, a few of the ELL teachers mentioned the perspective of the students and how the students view their teachers' parity. Parity is met with a variety of factors and seen differently by different teachers. Common factors that hurt parity include dominance, teaching styles, lack of knowledge of the subject, lack of co-planning time, and no communication, to name a few.

On the contrary, factors that seemed to help the feeling of parity included communication, identifying roles, similar teaching styles, content/classroom teachers that are invested in learning ELL strategies, co-planning time, and experience of co-teaching, to name a few. Since most of the interviewed participants co-teach with more than one co-teacher, it was evident that the ELL teacher sees parity within at least one of their co-teaching relationships. When there is parity, there is communication, respect of each teacher's expertise, investment in the ELL students and practices, as well as co-planning time. Co-planning time is pertinent to a successful relationship, if this does not exist, the implementation of the co-teaching model is broken.

An additional factor that was missing from participants' responses, but is present in existing research, is co-reflection and observation from administration. It is very clear in research that reflection time and feedback of co-taught lessons and implementation is crucial to the success and growth of co-teaching. Administrators must be involved in following up with co-teachers (both content and ELL teachers) to be able to reflect and analyze a lesson in order to create opportunities to grow and communicate. Co-reflection time must also take place between

to co-teaching pair in order to assess how they felt the lesson went, what can be done next time, and most importantly to focus on student success.

After discussing the factors that lead to parity, one teacher added that when there is parity, it is clear that the students perform better and are more engaged in their learning from either and both teachers. When there is clear respect and communication between the teachers, the students are able to see that and the lessons are run flawlessly to create a better learning environment for all students. In order to make this parity happen and maintain that parity, administration must be included in observations and reflection to hold both teachers accountable in their focus of creating and producing lessons that meet all students' needs.

Strengths and Limitations of the Study

Limitations of this study are clear when it comes to the participant pool. Due to participants refusal to participate in the study, there are perspectives from only five ELL teachers. It would be more beneficial for future studies to gather a greater sample of experiences. However, a strength of even these few participants is that their experiences and instruction levels provide a wide scope of the challenges but also the successes of co-teaching.

Future Directions for Research

Focusing on where the ELL teacher paricipants' struggle with support was at the district and administrator level, future research needs to really target what the higher levels are doing in order to provide professional development and training for all teachers on the co-teaching model and best practices that are now more and more supported by research. Honigsfeld and Dove (2015) create an excellent starting point for administrators and leaders within a district to begin

their focus of co-teaching. If numbers in ELL continue to grow, it is crucial districts begin training and supporting their teachers to be well equipped for the success of their students.

With the students in the forefront of education, how can student impact be measured? Are students truly benefiting from the co-taught model? Co-teaching is solely for the success of all students in a general education classroom, therefore, future research could focus on the students in those co-taught classrooms. What is the percentage of class time when students are engaged? Do they view both teachers equally? What factors can measure the impact co-teaching has on the students?

Future studies should also look to gain the perspective of the content and classroom co-teaching counterparts in order to better train them in these models. Because so much of the research is targeted to advocate and support the ELL teacher, it is important to gain perspective of how to better support the classroom and content teachers' development in co-teaching. It is also important to look at what collaboration truly means? What does collaboration look like in a co-teaching model? What factors have a play in collaboration? Do some of those factors include gender relations, age relationship, professionalism, colloquialisms, race, number of years teaching, and/or academic honors?

Different perspectives are important, however, gaining information on the entire co-teaching model from training, to co-planning, to teaching, to co-reflection, and observations from administration would be worthwhile. Is this thorough co-teaching model being implemented in schools that need it? What prevents this model from being executed in certain districts? What parts of this model are cut out due to various factors, such as resources, time, etcetera?

In education today, multicultural populations urge the education system to expand their teaching strategies and implement new methods of teaching. Co-teaching is one of these methods, however, there are bountiful strategies that could also be taught in classrooms without the help of an ELL teacher. These other differentiated teaching methods are other pathways to be explored by future research.

Some crucial avenues that could also be looked into through future research is gender within education. What gender is most greatly represented and at what levels? Females are less frequently in administrative positions, whereas females are overly represented at the teacher and paraprofessional level. In addition to gender, race is also a factor in education that is not very well represented throughout education. Does this affect student learning when the teacher does not represent the student body? How can this be measured?

Conclusions

The results of this study suggest that co-teaching is seen as beneficial from the ELL perspective. It is successful at both the student and teacher level. As this study looked to focus on the models that are used in the co-teaching scenario, as well as the relationship and roles of the co-teaching pair, it could be concluded that these two aspects are relational. Many of the participants that felt as though they had adequate co-planning time with their co-teacher also felt better parity with them. However, when the co-planning wasn't consistent, it was difficult for the ELL teacher to feel as though there was equity with their co-teaching counterpart. These conclusions can also be supported by Dove and Honigsfeld (2018) when they explain that "partnership building is heavily dependent upon the quality of professional time teachers spend

together. Administrators must create and protect the time needed for effective collaboration, and

teachers must commit to co-planning routines" (p. 55).

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Appendix

Table A1

Co-teaching Models and Approaches

Model/Approach	Cook and Friend Research (2004, p. 15)	Beninghof Research (2012)	Honigsfeld and Dove Research (2015, p. 65-66)
Term	Identified as Co-Teaching Approaches	Identified as Co-teaching Models	Identified as Co-Teaching Models
One Teach, One Observe:	One teacher leads, the other is observing specified information during instruction. Analysis post lesson.		
Adapting Model		One teacher leads while the other makes necessary accommodations and modifications for students to be successful.	
One teacher teaches, one assesses (one student group)			Two teachers are engaged in conducting the same lesson; one teacher takes the lead while the other circulates throughout the room and assesses targeted students
One Teach, One Drift:	One teacher leads while other circulates and provides unobtrusive assistance to students.		
Speak and Add Model		One teacher leads and the second teacher interjects verbally or visually to support content of the lead teacher.	
One lead teacher and one teacher "teaching on purpose" (one student group)			The mainstream and ELL teachers take turns assuming the lead role. One leads while the other provides minilessons to individuals or small groups in order to pre-teach or clarify a concept or skill.

Parallel Teaching:	Teachers teach the same information but they divide the class and teach the groups simultaneously.	Teachers divide the class in half and teach the same content to each half of the class simultaneously.	
Two teachers teach the same content (two student groups)			Students are divided into two learning groups. The teachers engage in parallel teaching, presenting the same content using differentiated learning strategies.
Station Teaching:	Teachers divide content and students, repeating the instruction for each group.	Teachers identify the needs of individual students then create groups of instruction or support.	
Two teachers monitor and teach (multiple student groups)			Multiple groupings allow both teachers to monitor and facilitate student work while targeting selected students with assistance for their particular learning needs.
Alternative Teaching:	One teacher leads the whole class while the second teacher works with a smaller group.		
Lead and Support Model		One teacher leads the class while the second teacher supports both the teacher and students' needs.	
One teacher pre-teaches, one teaches alternative information (two student groups)			Teachers assign students to one of two groups based on their readiness levels related to a designated topic or skill.
Team Teaching:	Both teachers teach the same instruction at the same time.		
The Duet Model		Both teachers share everything and fully collaborate to meet the needs of all students.	
Two teachers teach the same content (one student group)			Both teachers direct a whole-class lesson and work collaboratively to teach the same lesson at the same time

		Co-teachers discuss additional skills students need to learn and decide whether students should learn them through modeling, informal exposure or targeted instruction.	
Complementary Skills Model			
One teacher re-teaches, one teaches alternative information (two student groups)			Flexible grouping provides students at various proficiency levels with the support they need for specific content. Student group composition changes as needed.
Learning Style Model		Teachers introduce and teach to a variety of modalities and approaches (i.e. tactic, auditory, visual, kinesthetic)	

Table A2

Participant Information

Part 1

Participant/Gender	Title	Licensure
1- Female	Newcomer ELL Teacher	English as a Second Language (K-12)
2 - Female	ELL Teacher	English/Language Arts (7-12) and English as a Second Language (K-12)
3 - Male	ELL Teacher	English as a Second Language (K-12)
4 - Female	ELL Teacher	Spanish (7-12) and English as a Second Language (K-12)
5 - Female	ELL Teacher	English as a Second Language (K-12)

Part 2

Participant/Gender	Grade Levels Teach	Grade Level/Subject Co-Teach In	Years Teaching	Years Co-Teaching
1- Female	9, 10, 11, 12	9, 10, 11, 12 Math	7 years	1 year
2 - Female	2nd	2nd	21 years	10 years
3 - Male	1st	1st Reading/Writing	8 years	8 years
4 - Female	4th and 5th	4th and 5th Reading/Writing	24 years	15 years
5 - Female	7th	7th Reading/Writing	1 year	1 year

Part 3

Participant/Gender	Received Formal Co-Teaching Training	Attended the Co-Teaching Training Course	How Many Co-teachers	WIDA Level of Co-taught Students
1 - Female	Unsure if it was formal.	Maybe. The events attended were sparse and varied. Attended everything that was recommended.	1	Newcomer, Level 1, Level 2
2 - Female	Yes.	Yes. First was a seminar in 2005, then again trainings started in 2014.	3	Levels 1, 2, 3, 4 and exited EL students
3 - Male	Yes.	Yes. There was a year-long co-teaching course my first year co-teaching. Since then, there have been the same course and I have attended periodically.	3	All levels but geared towards Levels 3 and 4

4 - Female	Yes.	Yes. Training from the University of Minnesota (TEAM-UP) from 2005-2007 and district trainings from 2015 to 2018.	3	Level 2, Level 4, and Exited EL Students
5 - Female	No.	No. We only have had co-teaching prep classes here and there at district days. It was touched on briefly in graduate school.	2	Level 3, Level 4, and Exited EL students

Table A3

Demographic Survey Questions

1	Your Name (This will remain anonymous in the write-up, I will just need it when placing interview information with these demographics)	7	Did you attend the training course(s)?
2	What grade level(s) do you teach?	8	If [yes] you attended, how many courses and what year(s) did you attend?
3	What grade level(s)/subject do you co-teach in?	9	If [no] you did not attend, what was the reason for not attending?
4	How many years have you been teaching?	10	How many co-teachers are you currently co-teaching with?
5	How many years have you been co-teaching?	11	What level of EL students are in your co-taught class(es)?
6	Have you received a formal co-teaching training course/courses?		

Table A4

Interview Questions

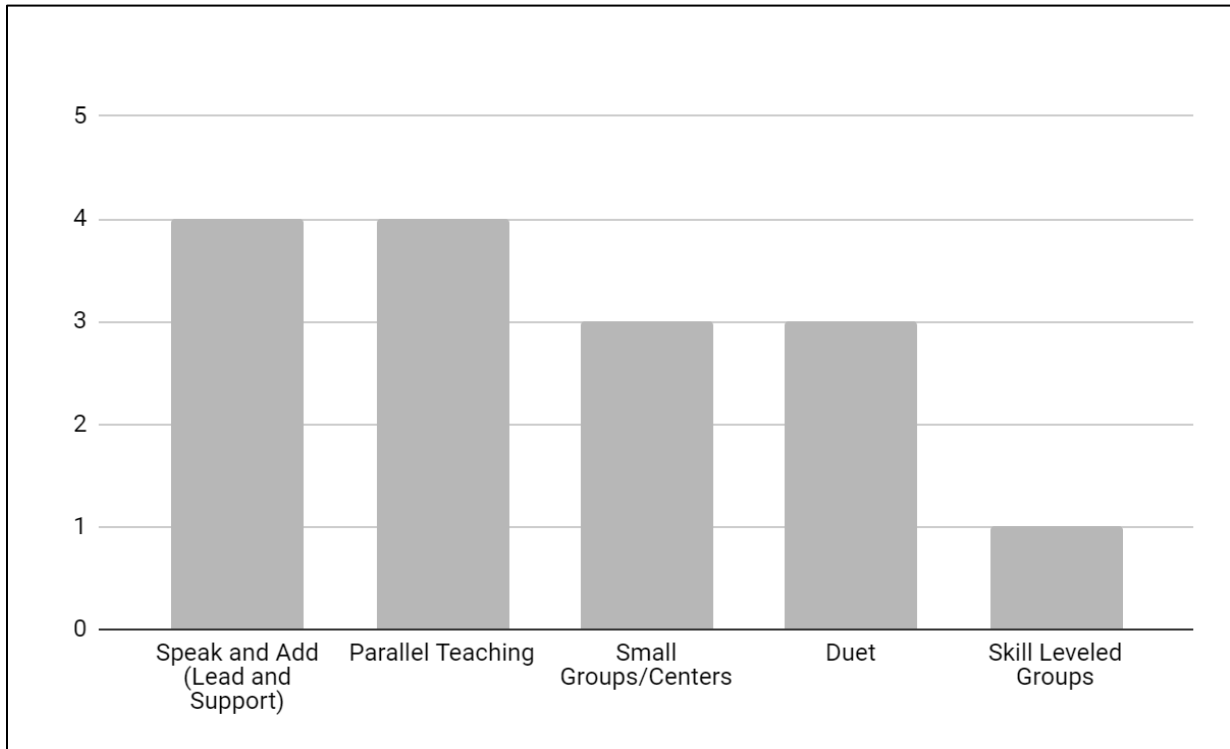|	
Introduction Question	
1.	If someone asks you about co-teaching, what are the first 10 words that come to mind? Why?
Roles and Relationship	
2.	What do you see your role to be in your co-teaching relationship?
3.	What is the role of your co-teacher in your relationship?
4.	Tell me stories about when these roles were evident.
5.	Tell me stories when these roles were less evident.
6.	Do you feel as though you have parity (equality) with your co-teacher(s)? What factors help or hurt that parity? Give examples that explain these factors.
In the Classroom	
7.	What models do you use in your classroom? Explain what it looks like in your classroom.
8.	How common is it for you to use the __[above]__ model?
9.	Tell me about a lesson, start to finish, that you would consider best case scenario. Why did it work?
10.	Tell me about a lesson, start to finish, that you would consider to be worse case scenario. Why did it not work?
Support	
11.	Tell me about the support that you **have** from your co-teacher, school, and district.
12.	What are some ways that you could feel better supported?
Final Question	
13.	What is your idea of an Ideal Scenario with your co-teacher?

Figure 1. Preferred co-teaching model.