INTEGRATED CO-TEACHING[1] IN THE ENGLISH AS A NEW LANGUAGE CLASSROOM

by Maria Dove, Ed.D. and Andrea Honigsfeld, Ed.D

TOPIC BRIEF SIX (6)

### Instructional Support and Supervision for Integrated ENL Co Teaching Programs

The goal of this brief is to determine what types of instructional support and supervision are needed to ensure successful Integrated ENL program implementation. It has been well-established by researchers and practitioners alike that there is a strong need for the school and district administrators to serve as instructional leaders who carefully plan, implement, and evaluate the following:

1. Create an inclusive and welcoming learning community.
2. Co-develop a shared vision of respect and acceptance of everyone's cultural heritage and background and implement culturally and linguistically sustaining pedagogies.
3. Honor and leverage students' language and literacy practices in the home languages.
4. Build a professional learning community that continually engages in collaborative inquiry and ongoing learning opportunities to better understand and respond to all students' needs, including ELLs' linguistic, academic, and cultural experiences.
5. Establish "flexible teaming" that allows for both horizontal (on grade level) and vertical (across grade level) teacher teams, as well as cross-disciplinary teams to collaborate in support of ELLs' academic, linguistic, socio-cultural, and social-emotional development in an equitable learning environment.
6. Support collaborative curriculum development across all content areas (including curriculum mapping, alignment, adaptations, and modifications as well as curricular and equity audits).
7. Support instructional practices that advance language and literacy development across the core content areas (including lesson designs, visual support, and social and academic language development).
8. Establish fair and equitable teacher observation and feedback protocols and practices. Accomplish instructional support for Integrated ENL programs through collaborative leadership practices.

Supporting Teacher Engagement in the Collaborative Instructional Cycle

Many researchers of inclusive education and practitioners in inclusive schools alike emphasize the need to engage in a complete cycle of collaboration. Why is this such a critical factor contributing to the success of the Integrated ENL program? The Collaborative Instructional Cycle consisting of collaborative planning, instruction, assessment, and reflection maximizes teacher effectiveness and impact on student learning.

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[1] For the purposes of this document, the term "co-teaching" refers to team-taught Integrated English as a New Language (ENL) classes and should not be confused with other co-teaching models such as special education co-teaching.

The Collaborative Instructional Cycle
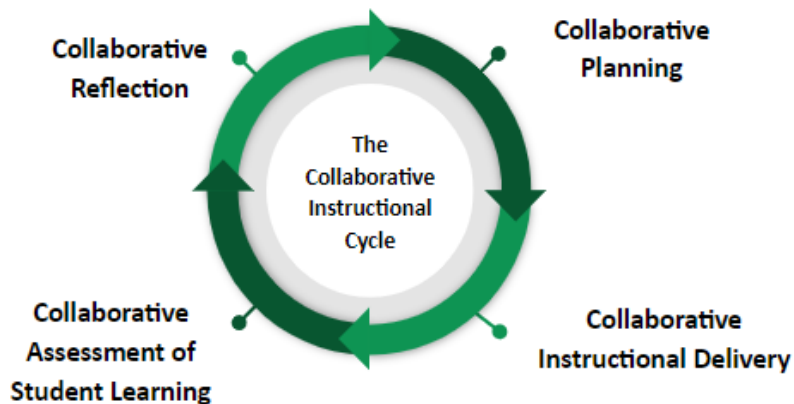
Neglecting any of the four elements disrupts the balance and continuity of the cycle and may negatively impact student learning. While co-teaching itself or other collaborative, integrated instructional practices might receive substantial attention, teachers need time and structured opportunities for the other three components of the collaborative instructional cycle, whether they co-teach or not in order to:

- Engage in collecting, analyzing, and appropriately responding to formative and summative student data.
- Design multi-level, differentiated unit and lesson plans that recognize students' multiple language development levels through an assets-based lens (What can students do?)
- Reflect on the teaching-learning process that takes place in the class to ensure students' active engagement.
- Negotiate the taught curriculum so that it integrates English language and literacy development with content instruction that is culturally and linguistically responsive and sustaining.
- Collect and analyze data about effective instructional practices.
- Create a fair, equitable, yet challenging and rigorous classroom learning environment where students are presented with high expectations and appropriate levels of scaffolds and support that ensure their academic, linguistic, socio-cultural, and social-emotional development.
- Consider the needs, strengths, and challenges of collaborative partners.

Creating an Inclusive School Culture

Creating an inclusive school culture is a complex undertaking but essential for the success of the Integrated ENL program. It requires both administrators and faculty to be a part of a community of learners who focus on improving the academic performance, language, literacy, social and emotional development of all students.

Effective school cultures are collaborative in nature. They have common achievable and measurable goals that are established through a shared process. Members of productive school cultures have protocols for clear communication in place and are able to maintain focus over an extended time period. It takes patience, persistence, and time to develop an inclusive, collaborative school culture that fully supports learning for ELLs, fully recognizing their assets, strengths, lived experiences, and unique needs.

(See the following summary chart indicating the key features of creating and maintaining a collaborative school culture as a foundation for the integrated ENL program.

Features	What It Is	What It Means for ELLs
Shared Vision and Mission	Clearly agreed-upon desired outcomes, shared values, and goals that focus on all students characterize the vision.	A culturally and linguistically responsive and sustaining school in which ELLs are fully included.
Collaborative Curriculum Development	Through curriculum mapping and coordinated curriculum development, program coherence is established.	Curricular adaptations and modifications consider ELLs' linguistic and academic needs.
Shared Instructional Practices	Planning, implementation, and assessment practices are coordinated among all faculty.	Differentiated instruction, academic and linguistic scaffolds, and social-emotional supports are designed and implemented with ELLs' language and literacy development in mind.
Ongoing Shared Professional Learning	Individual teacher learning is integrated into collaborative efforts to enhance all teachers' practice.	All faculty understand and implement research-informed and evidence-based approaches to instructing and assessing ELLs.
Student-Centered Approach	Instructional focus is on the needs of the learner; students develop their own understanding through active learning techniques.	ELLs are able to build their background knowledge and complete self-selected projects at their own level of linguistic ability.

Supporting Curriculum and Instruction in Integrated ENL Programs

To support the successful implementation of an Integrated ENL program, administrators must support both curriculum mapping (the goal of which is to engage in documenting the taught or planned curriculum (backward and forward mapping) and curriculum alignment (the goal of which is to address the academic and linguistic expectations of the core curriculum). Co-teaching teams need professional learning, guidance, and regular collaborative time to unpack the core curriculum while paying close attention to ELLs' academic and linguistic needs. Teachers must be given the opportunity to co-design and periodically review and revise culturally relevant and sustaining curricula that integrate students' funds of knowledge, funds of identity, language proficiency levels with core content instruction in English language arts, mathematics, science, and social studies with explicit English language development in classes that contain both emergent and fluent English-speaking students.

Integrated curricula developed for the sake of ELLs do not come out of a box. There are no prepackaged purchased programs that would satisfy the criteria for a truly integrated curriculum that incorporates language and literacy development along with your school's specific grade-level content to be taught in an Integrated ENL program. For this reason, "school leaders need to take an enterprising review of the way in which curriculum development is addressed . . . to create innovative curricula that are inclusive of English learners" (Honigsfeld & Dove, 2015, p. 43). To accomplish this task, consider the following:

- Begin by initiating collaborative conversations with teachers about the importance of supporting ELLs to meet the benchmarks of standards-based curricula while developing their fluency and facility with their English language proficiency.
- Together with faculty, critically reflect on current teaching practices and how they enhance or hinder the progress of ELLs to meet the goals set by NYSED for Integrated ENL programs—to develop language and literacy alongside content-area knowledge and skills.
- Conduct a curriculum audit to examine the perspectives it contains, the groups that are most represented in its content, the access it provides to all learners, and the sense of belonging it fosters (Porosoff, 2022).
- With fellow teachers, collaboratively decide what professional learning is needed in order to develop truly integrated curricula.
- Support faculty to review, revise, rewrite, and create units of study that will support ELLs to have access to rigorous, disciplinary learning coupled with language development in classes with their English-fluent peers.

Administrative Support to Ensure Teacher Preparedness

Instructional leadership for the Integrated ENL program also means that time, opportunity, and accountability must be established for ongoing teacher learning. For effective teacher collaboration, teachers must work in vertical and horizontal teams and continuously learn from these teams by (a) offering supportive, yet critical feedback to each other, as well as (b) sharing the following with one another:

- Expertise of content, knowledge of literacy and language development, and pedagogical skills.

- Instructional resources, technology tools, and supplementary materials that are scaffolded and differentiated.
- Instructional strategies that represent research-informed and evidence-based best practices.
- Approaches to co-teaching—ways to co-deliver instruction and group students to optimize classroom space and learning opportunities for student engagement.
- Time, attention, and unwavering support for the practice of collaboration.

More specifically, administrators must support teachers and guide the process of addressing the diverse academic, linguistic, social-emotional, and social-cultural needs of all learners:
- Review the target standards and core curricular goals
- Establish learning objectives and instructional procedures for reaching those objectives
- Target the academic language development of all learners, with special attention to ELLs and other speakers of nonstandard English
- Determine appropriate modifications and adaptations that will offer the necessary support to students who need them
- Agree on formative assessment tools to be used to inform their instruction

> Gibbons (2015) suggests that in a well planned integrated curriculum where there is a dual focus on both content and language, students have many opportunities to develop subject knowledge and relevant academic language simultaneously (p. 93).

Co-Teacher Evaluation
When observing co-teachers in action—co-delivering instruction, here are some key look-fors and sources of evidence, which include the following but are not limited to:

- The Collaborative Instruction Cycle: Do co-teachers engage in the entire collaborative instructional cycle of co-planning, co-teaching, co-assessment, and co-reflection?
- Parity: Do both teachers participate equitably in the lesson delivery?
- 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 in the co-taught class lead to higher levels of student-to-student interaction and more student talk for academic purposes?
- Engagement: Do both teachers provide students with meaningful, differentiated, yet challenging learning activities that make engagement visible?
- Formative and Summative Assessments: Do the co-teachers collect and jointly respond to formative and summative assessment data to offer immediate support as needed, and as a result maximize the benefits of co-teaching?

What Went Well?
Co-teachers need time and ongoing support to develop their partnerships, to collaboratively plan, implement, and assess instruction, and to fully integrate language and literacy goals into the core

curriculum. Always start teacher evaluation and feedback sessions by exploring the strengths of the team and the positive impact they had on student and teacher learning.

What Is Co-Teaching, and What It Is Not?

Based on a study of the challenges and success of implementing co-teaching, what Eleni Pappamihiel (2012) concluded still holds important lessons for today:

As an administrative leadership team (or in conjunction with your Integrated ENL teams) reflect on and discuss the points made in this excerpt. Create your own lists of what co-teaching is and what it is not; what you wish to see and what to avoid; what the teachers would like to experience; and what to eliminate from their practice. Develop strategies to improve the co-teaching arrangements in your school and agree on what actionable steps are needed to make sure the Integrated ENL program (and more specifically, co-teaching for ELLs) fulfills its promise and is implemented for the maximum benefit of all students.

> *Co teaching is not putting two teachers together and asking them to work together with no common preparation time. Co teaching is not using an ESL teacher as a floater for only the ESL students. Co teaching is not one teacher entering another teacher s classroom without the power to influence instruction. Co teaching is not the act of taking a qualified teacher and re forming him/her into a teacher s aide. (Pappamihiel, 2012, p. 4)*

Reflective Practices to Support Continuous Improvement

In the Integrated ENL context, administrators, coaches, and teachers may engage in a process of collaborative reflective practice following four key steps, which serve as critical guides for improving interpersonal, communication, and collaboration skills. The table below is organized around four overarching questions (What happened? Why? So what? Now what?) that lead to collaborative explorations of challenges and problems of practice. Try these four critical steps when you engage in collaborative reflection about integrated ENL co-teaching:

What happened? (Description)	Why? (Analysis, Interpretation)
- What did I do? What did others (e.g., co-teachers, students, adults) do? - What was my effect at the time? What was their effect? - What was going on around us? Where were we? When during the day did it occur? Was there anything unusual happening?	- Why do I think things happened in this way? - How might the context have influenced the experience? - Are there other potential contributing factors? - What are my hunches about why things happened the way they did?

So what? (Overall meaning and application)	Now what? (Implications for action)
• Why did this seem like a significant event to reflect on? • What have I learned from this? How could I improve? • How might this change my future thinking, behavior, or interactions? • What questions remain?	• Who should be actively included in reflecting on this event? • The next time a situation like this presents itself, how do I want to behave? • How can I set up conditions to increase the likelihood of productive interactions and learning?

Adapted from York-Barr, J., Sommers, W. A., Ghere, G. S., & Montie, J. (2006). Reflective practice to improve schools: An action guide for educators. Thousand Oaks, CA: Corwin. (p. 84)

Reflective Questions for Leadership Teams

Reflection and self-assessment tools are not only helpful for teachers but will also aid administrators in offering support for educators involved in Integrated ENL program implementation. As a leader, start with the following reflection questions to guide both establishing and maintaining the Integrated ENL program:

1. Did I, along with teacher leaders, introduce the concept of an integrated, collaborative ENL program in ways that foster trust (feelings of security) and interest?
2. Did we sufficiently explore our collaborative vision for our Integrated ENL program and its connection to our broader mission for ELLs?
3. Did we collaboratively identify the responsibilities of teachers and the accountability needed for collaborative practices in ways to achieve a balance of leadership support and teacher autonomy?
4. Did we create a cohesive language support program that ensures collaboration among all teachers including special educators and bilingual teachers as well?
5. Did I team-up with teachers to plan, initiate, and monitor implementation of the integrated, collaborative ENL program in ways that inspire ambitious goals and on-going commitment from all stakeholders?
6. Did we, as a team, support ongoing implementation of our integrated, collaborative ENL program in ways that motivated sincere, continued commitment and teacher agency, despite setbacks and inevitable challenges?
7. Did we recognize, celebrate, and reward accomplishments in ways that sustain and strengthen positive changes?

As a leader, reflect on the following quote: *… meaningful improvements in what a school does only stick and have purpose when the adults in the school reevaluate what they know and come to a new understanding of the labels and language they use, how instruction and intervention should be delivered, where students are served, the roles of everyone in the school, and what their expectations are   for both their students and themselves"* *(Jung et al., 019, p. 15).*

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