Teacher Experiences in Co-teaching Students with the LTELL Label

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The Problem

- Co-teaching has become more popular but lacks data
- Literature on co-teaching focuses mostly on strategies
- Scant data on effects of co-teaching on ELL students, particularly LTELLs
- Increased population of ELLs and LTELLs in Colorado calls for examination of effective models
The Purpose

- Analyze teacher perceptions regarding their experiences in a co-teaching model
- Interview study to get in-depth information on what supports have been beneficial, and what supports are still needed
- Part of a larger program evaluation study to inform policy
What the Literature Says

- Co-teaching
  - Model adapted from special education
  - Multiple approaches depending on instructional goals

- LTELs
  - Students who have been in US schools for more than 5 years without redesignating as fluent
  - Socially bilingual
  - Consider themselves English dominant
  - Typically experienced English-only instruction

- Teacher Perceptions
  - Often take a deficit perspective
  - Mainstream teachers reluctant to differentiate
  - Have the orientation of language as a problem
Positive experiences in co-teaching takes a concerted effort

- Informative, sustained professional development on issues related to language learners
- Administrative Support
- Time to plan with co-teacher
- Access to resources
- Informative, sustained professional development on co-teaching models
Co-Teaching Structures

- One teach, one observe
- Station Teaching
- Parallel Teaching
- Alternative Teaching
- Teaming
- One teach, one assist

Teacher • Student • Desk/Table
Findings

*Teachers focused more on the relationship instead of student outcomes.*

- Negative relationships
  - Imbalance in relationship
    - Powerlessness
    - Marginalization
    - Resentfulness
- Positive relationships
  - Equal partnerships
  - Attend to student needs
- Amount of time to plan affected experience
  - Little to no time to plan increased negative experiences
Findings

*English teachers and ELA teachers characterized their experiences differently:

- English teachers were more negative in view of co-teaching and in LTELLs
  - Felt it was ineffective
- ELA teachers viewed co-teaching as better for LTELLs
  - ELA teachers adjusted to co-teacher but not the other way around.
Findings

*Regarding LTELLs

- English teachers were more deficit-focused
  - Lacked specific knowledge
  - Didn’t utilize co-teaching strategies to maximize LTELL engagement
- ELA teachers preferred co-teaching for LTELLs
Findings

*Administrative support affected teacher experiences.
  ● Co-teaching was involuntary
  ● Master schedule
  ● Consistency in co-teacher assignment
  ● Providing professional development
Conclusions

*Teachers are frustrated with lack of support and feel powerless to change their situation.

*Sites lack structures and protocols to support teachers.
Recommendations

Programmatic Considerations

* Master Schedule to allow for devoted time to co-plan
* Limited number of co-teachers
* Consistent and sustained professional development
* PLC time
* Which levels of ELLs are in the class
Recommendations

Staff Considerations

Teachers should volunteer OR it is discussed in the interview process that the position is co-teaching

Teachers need to be compatible:
Complementary behavior management, similar ideology about ELLs

English teachers need to be open to sharing authority

ELA teachers need to be able to take on content