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The Negotiation of English Language and Mainstream Classroom Coteacher Roles in the K-1 Classroom

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THE NEGOTIATION OF ENGLISH LANGUAGE AND MAINSTREAM CLASSROOM COTEACHER ROLES IN THE K-1 CLASSROOM

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This study examines the negotiations that take place in the coteaching relationships between four elementary school teachers: two mainstream classroom teachers (MTs) and two English Language teachers (ELTs) in two different elementary schools in a semi-urban area of Pennsylvania with a large Spanish-speaking community. With coteaching becoming an increasingly popular method to provide inclusionary instruction in the content areas for English Language Learners (ELLs), this examination of how coteachers negotiate their instructional roles is relevant in the current educational climate.

This qualitative classroom study used positioning theory (Harré & Van Langenhove, 1999; Harré, Moghaddam, Cairnie, Rothbart, & Sabat, 2009) to frame the coteacher negotiations and themes that arose from individual interviews, audio-recorded coplanning sessions, classroom observations, field notes, and classroom maps. Findings exhibited recurring themes of negotiation, positioning, perception of student need, ownership, and group membership, throughout the coteacher negotiations.

The results of this study indicate that most negotiation by and positioning of the coteachers occurred during coplanning sessions. The study also found that the mainstream classroom teachers often took ownership of their academic content and remained static in their instructional roles overall. All coteachers seemed to share a similar perception of student need and showed knowledge of language acquisition strategies. Evidence of group membership in the co-teaching relationship, student groups, and language appeared in the data.

This study's findings may offer implications for understanding the negotiation of roles between coteachers of ELLs and may therefore influence the way teachers deliver academic content and language instruction—thus encouraging better outcomes for these students.

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CHAPTER 1

INTRODUCTION TO THE STUDY

Overview

The United States K–12 educational system is continuing to experience an increase in the number of English language learners (ELLs). *In the Condition of Education 2017,* McFarland et al. report that an estimated 4.6 million ELLs were enrolled in K–12 schools during the 2014–2015 school year (2017). Spanish was the home language of almost 3.8 million ELLs, which signifies that 77.1% of all ELLs and 9.4% of all public K–12 students are Spanish-speakers (McFarland, 2017). The continuing enrollment of ELLs in K–12 U.S. public schools is making it ever more likely that mainstream classroom teachers (MTs) will need to communicate and or collaborate with English language teachers (ELTs) in order to acquire strategies to instruct their ELLs.

Many ELLs are currently struggling to pass state-mandated language proficiency testing, which would allow them to exit English as a Second Language (ESL) services and enter into mainstream classrooms full time (Pawan & Seralathan, 2015). Academic or content-area language proficiency is shown to be associated with ELL school success (Kareva & Echevarria, 2013), and the tasks of learning academic content and building English language proficiency fall squarely on the shoulders of ELLs and their teachers.

So, there is a need for these students to gain academic content knowledge as well as attain English language proficiency in order for them to succeed in school and in the future workforce. With the knowledge that ELLs need academic language proficiency to succeed in school, there is no longer an excuse for the achievement gap between ELLs and their English-speaking peers to continue widening (Faltis & Arias, 2013). Thus, teachers in the K–12 domain

are challenged with implementing methodology that serves to meet ELL needs. Current educational policy, federal mandates, and teacher accountability ratings affect many decisions being made inside and outside of the classroom by educators and administrators. Implementing inclusive instructional methodology is critical in today's educational climate, and coteaching of ELLs is a response to that challenge that is becoming a popular choice among K–12 ELTs and MTs.

Contextualizing the Study

The topic of this study has developed from a desire to strengthen my own coteaching practice through research and education. My search for knowledge and an eagerness to improve my workas an ELT led me to embark on this journey. My strong beliefs, both in being a quality educator and in helping ELLs achieve, socially and academically, have fueled my studies and my research. What's more, I believe it is essential for me to develop a strong command of my particular academic discipline in order to respond to current policy pressures for ELLs to succeed in the mainstream (Darder, Baltodano, & Torres, 2009). I am, in fact, uniquely qualified to conduct this study: Through my past and present experiences, I am able to draw upon key processes of coteaching as well as my personal areas of interest. I am also aware of the key social groups and processes in operation within the school sites and can distinguish features of experiences that are of the most interest to me and pertinent to the study, such as negotiation between the coteachers.

These experiences enable me to have a deeper focus during my research, and they direct my attention to a narrower portion of the process (Adler & Adler, 1994). Throughout this research process and qualitative classroom study, I allowed my experience as a teacher to inform

my role as a researcher. This teacher researcher lens has allowed me access to understandings that go beyond surface level observations in this qualitative classroom study (Kincheloe, 2012).

My Experiences Leading Up to Coteaching

In 2006, an opportunity to teach a large group of elementary Spanish-speaking ELLs caused me to leave a tenured, K–12, ESL teaching position that I had held for four years in the suburbs for a teaching situation that would allow me to work at an elementary school with a mostly Spanish-speaking ELL population. Within the first few months of teaching there, I knew I had found my professional calling in a place very much unlike the familiar surroundings of my previous school district.

Through instructional and extra-curricular exposure to my students and their families, I became accustomed to the different rhythmic patterns of Mexican Spanish, as well as the dark inquisitive eyes of my students, their family relationships and celebrations, and the effect of poverty on a community. I developed an awareness of the great sacrifices they make to immigrate to the United States. Over time, I also noticed a general, increasing sense of hostility toward immigration in the United States (Dowling, Ellison, & Leal, 2012). This hostility heightened the stigma attached to being a Mexican immigrant and also to being a Mexican-American student. Since the 2016 presidential election, in fact, the political climate has only worsened, as xenophobic and negative anti-immigrant, anti-Latino rhetoric continues to spread throughout the media—ultimately affecting the emotional well-being of Mexican-immigrant youth (Espinoza-Herold & González-Carriedo, 2017; Chavez, Campos, Corona, Sanchez, & Ruiz, 2019). This environment has only increased my commitment to being more politically aware and finding ways to provide the best and most positive educational environment and learning outcomes for my students that I, as their educator, can possibly provide.

During this transition, I went from working independently as the only contracted ELT for grades K–12 at a suburban district to sharing staff meetings with 20 other ESL teachers. Discussion topics involved current federal policy and state regulations, language teaching strategies, concerns related to our low-SES Mexican immigrant student population, and the struggles associated with MTs and their lack of collaboration with ELTs. Our coordinator encouraged instructional aspects of the SIOP model, which is an approach for teaching content curriculum to students also learning a new language (Echevarria, Vogt, & Short, 2013). We reviewed techniques that could make content concepts more accessible to ELLs and at the same time help them develop their English skills.

Language and content. I chose to initiate discussion with MTs and observe their classrooms in order to learn about the academic content and the daily language demands that my students had to face. My principal was very supportive of my efforts and afforded me time to learn about the academic practices of the school before I began seeing students for language instruction. I blended my elementary classroom content knowledge with language teaching strategies and found a great balance. Eventually, I was invited by my principal and mainstream teacher colleagues to join them during district trainings, meetings, and planning. I became an advocate for ELT and MT collaboration, and saw the full spectrum of what ELLs needed to succeed in the content areas.

I continued to search for effective content language teaching strategies for ELLs as I worked toward my National Board Teacher Certification in "English as a New Language." This experience enhanced my instructional knowledge and practice but did not provide the opportunity to explore underlying theory or advancements in academic language instruction. Genesee and Lindholm-Leary (2013) mention that for children learning language through an

ESL program in school, traditional methods of language instruction have often dissociated language learning from cognitive, academic, and social development. This disconnect occurs because these students are taught language in isolation or with themes and topics that have no serious consequences outside the ESL classroom. I still felt that I needed to search for a better method with which to integrate academic content with language learning.

Content-based instruction. During this period, the district model for ESL was *pull-out* instruction, where students are removed from the content area classroom and taught in a separate classroom by an ELT. I taught small and large groups of students while integrating classroom content, such as social studies or science, with language development techniques, otherwise known as *content-based* (CBI) ESL or *sheltered instruction* (Short, 1991). Through CBI, ELTs deliver English instruction in an academic content area by employing reading, vocabulary, writing, and speaking.

Many ELTs, including myself, and some mainstream classroom teachers (MTs), attempted to implement various learning strategies and instructional methods to increase the academic language proficiency and academic success of our ELLs. However, the achievement gap for them is not closing, and the implementation of scattered strategies is met with limited or varying success. At the same time, ELLs are not excused from meeting state benchmarks normed for English-speaking students on standardized assessments, regardless of their English language proficiency level. Educators are also held accountable for their students' academic scores and gains.

Coteaching as an option. While I continued to search for more effective ways to deliver ESL instruction to my elementary students, a colleague mentioned that I might want to attend a special education conference that touched on coteaching as an inclusionary method. She

introduced me to the work of Marilyn Friend (1996) and her instructional materials, titled *The Power of Two*. We immediately adapted several of the coteaching models to accommodate ELLs who needed different levels of language support in the mainstream classroom. I had been implementing what my school district referred to as *push-in* ESL for two of my writing classes, to provide instruction for my students with higher-level language proficiencies without removing them from the content area classroom. This situation became quite problematic because as I cotaught under those conditions, I became more of a teaching assistant rather than an equal instructor. The only shift from this dynamic came from structured prior planning to teach shared elements of the lesson. Using Friend's (1996) instructional materials, though, I was able to integrate several coteaching strategies into these classrooms and achieved higher levels of student success as well as a feeling of active involvement in instruction. This led my colleague and I to present several professional development workshops on the coteaching of writing to ELLs.

The year following my integration of coteaching methodology in ESL instruction, I decided to pursue a doctoral degree to further enhance my knowledge and to study the theory that underpins all that I was practicing as an ELT. I chose to follow my professional interests in coteaching and was introduced to the work of Andrea Honigsfeld and Maria Dove (2008), and Margot DelliCarpini (2008). Honigsfeld and Dove publish for an audience that includes academic researchers and K-12 school administrators, as well as ELTs and MTs. Their publications changed the way I approached coteaching and led me to deepen my understanding of methodology and strategy. The need for collaboration across the disciplines is called to attention by DelliCarpini (2008), who is noted for her foundational work and publications on

collaboration between ELTs and MTs. DelliCarpini's research is also closely related to the classroom and to current issues involving instruction of ELLs.

My Recent Coteaching Experiences

As an ELT and a coteacher, I am aware that integrating coteaching methodology with ESL instruction is not a seamless process. There are many discussions, trials, negotiations, and compromises that both teachers experience on a daily basis. These issues and situations differ, based on the backgrounds and personalities of the individual teachers and their coteaching relationships with one another. I find myself continually interested in the roles that coteachers take on or are assigned and how positioning theory can be used as a framework for highlighting these negotiations.

I have cotaught ESL in the mainstream classroom with six different MTs over the past 10 years. At first, I integrated coteaching methodology through station teaching in first and second grade, then I advanced to using full parallel teaching models with kindergarten, second grade, and third grade. Thus, I have taken what I learned through my research and doctoral studies and applied it to my current practices as an ESL coteacher.

My years of experience, both with ELLs and in cotaught classrooms, contributed to my knowledge of L2 acquisition, cultural viewpoints, aspects of positionality regarding MTs and ELTs, coteaching relationships, and the effects of poverty and academic achievement of ELLs in today's urban and suburban school climates. Teaching professionals endure a high level of stress, attributable to the implementation of the Common Core State Standards (CCSS) and to heightened academic expectations for all students. Linguistic diversity in K–12 classrooms is continually increasing. A focus on effective ESL service delivery is needed to help teachers meet

the increasing demands of content and academic language expectations without segregating ELLs from the benefits of the mainstream classroom.

I believe that one effective approach to increasing the academic language proficiency of ELLs is through a combination of CBI and coteaching partnerships between the ELT and the MT. In my experience, ESL pull-out models have several drawbacks. First, they draw attention to the absence of the ELL and may increase negative attention from peers. Social stigma factors label these students as inferior or inadequate because they are separated from their classmates for instruction. In addition, CBI taught through pull-out ESL models assists in delivering academic content language, but the ELT may not use the content language that the students need for their particular unit of study.

On the other hand, coteaching practices and partnerships often lead to out-of-the box thinking as both teachers attempt to creatively meet the challenges of working with these ELLs. This type of thinking and planning is critical for using available resources more effectively. Language instruction needs to be integrated with content area instruction to meet current academic demands, in order to produce college- or career-ready students. To meet this challenge, the teachers need to collaborate so that ELTs gain content area knowledge and MTs learn ESL strategies.

Coteaching in K–12 Schools

Current dominant ESL program models and methodology in U.S. K–12 education separate the MTs and ELTs, and also the ELLs from their English-speaking peers, from the common academic content of peers, and from experiences in the mainstream classroom. Traditional pull-out methods of ESL instruction consist of the ELT removing small groups of students from the mainstream classroom to work on English language development in a separate

location. On the other hand, increasingly popular push-in methods allow the ELT to be in the mainstream classroom with the ELLs to add support to content area instruction and to collaborate with the MT. However, push-in models do not require the ELT to participate in direct instruction or parallel teaching with the MT. Many times the ELT acts as an assistant to the MT instead of an equal participant in instruction.

In contrast, coteaching of ELLs between ELTs and MTs creates an environment where two teachers work together to deliver both academic content and language instruction while students remain a part of the mainstream classroom. Further, not only do changes such as coteaching of ELLs affect teachers, but they also will have an impact on the contributions of other professionals (Friend, Cook, Hurley-Chamberlain, & Shamberger, 2010). The literature and research as well as the evidence collected through this study may provide MTs, ELTs, school administrators, and educational policymakers with the rationale to explore coteaching of ELLs.

Challenges of Coteaching

The problems that can impede successful coteaching partnerships have been well documented in the field of K–12 Special Education (Friend et al., 2010; Mastropieri et al., 2005; Murawski & Hughes, 2009; Murawski & Lochner, 2010; Scruggs & Mastropieri, 2017; Scruggs, Mastropieri, & McDuffie, 2007) These issues overlap with the challenges and conflicts being identified in the area of ELL coteaching. Problematic areas include power relationships and struggles (Arkoudis, 2006; Creese, 2002; Ferguson & Wilson, 2011), teacher knowledge of effective strategies and teacher communication (Lundgren, Mabbot, & Kramer, 2012), and planning time between coteachers (Scruggs et al., 2007; Murawski & Hughes, 2009; Murawski & Lochner, 2010; Honigsfeld & Dove, 2014). Research has shown that MTs lack strategies and

knowledge, or preparedness for instructing ELs (DelliCarpini 2009; De Jong, 2013; Harvey & Teemant, 2012; Turkan, De Oliveira, Lee, & Phelps, 2014). At the same time, ELTs have been found to be without the content area knowledge that they need to properly combine academics with English language instruction (DelliCarpini & Alonso, 2015; Honigsfeld & Dove, 2014).

What's more, ELTs and their expertise are often also marginalized by being positioned into a subordinate group, just as their ELL students are (Creese, 2002). The ELT's role is also seen as nonessential when they are pulled from the cotaught classroom to accommodate for different grade level schedules and standardized testing (Peercy, Ditter, DeStefano, 2017). The roles that each coteacher ascribe to, whether through choice or by being positioned can be identified through the terms *preposition*, *position*, and *reposition* (Harré & Van Langenhove, 1999). Each teacher has the ability to preposition themselves by deciding and communicating the instructional duties that they will adhere to. Equally, the coteachers have the opportunity to position each other by suggesting duties or responsibilities to one another. Finally, the teachers may be in situations to reposition each other or themselves based upon their actions and discourse in the classroom. This process of positioning is a facet of the coteaching dynamic for which there is no consistent plan or framework.

Academic Language and Content-Based Instruction

ELTs are challenged with implementing English language instruction that not only develops language proficiency but also provides ELLs with academic content area knowledge through associated language. Gottlieb and Castro (2017) posit that "academic language use provides students access to the content learned in school, and it is the vehicle for their meaningful participation during teaching and learning" (p. 3). Kareva and Echevarria (2013) explain that it is academic proficiency that is associated with school success. *Content-based*

instruction (CBI) draws on instructional methods for ELLs that include academic content. Several examples of CBI methods include sheltered instruction (Short, Fidelman, Louguit, 2012), Sheltered Instruction Observation Protocol (SIOP) (Echevarria, Vogt & Short, 2004), and the Cognitive Academic Language Learning Approach (CALLA) (Chamot & O'Malley, 1994).

CBI is grounded in the theory that second language learning is most successful when the language being taught is integrated with some meaningful subject (DelliCarpini & Alonso, 2015). MTs and ELTs in cotaught classrooms often use aspects of CBI to relay to the students the content knowledge of the MT combined with the language instruction of the ELT. Language teaching through academic content in the mainstream needs to be negotiated, however, in order to achieve success (Arkoudis, 2006). The ELT and MT can combine their knowledge sets of language pedagogy and experience with academic curricular content to provide a rich learning environment through CBI (Creese, 2002; Arkoudis 2006; DelliCarpini, 2009).

Current research on coteaching fails to provide a consistent framework for implementation of coteaching models. Dove and Honigsfeld (2018) offer a seven-model description for coteaching of ELLs, but coteachers are left to negotiate implementation and negotiation of roles. Coteacher roles and responsibilities are left very unclear and thus create a problematic situation for many ELT and MT dyads (Mastropieri et al 2005; Ferguson & Wilson, 2011; Harvey & Teemant, 2012; Lundgren et al., 2012; Peercy, Ditter, DeStefano, 2017). There is a lack of research surrounding the actual negotiation of roles and responsibilities in the cotaught ESL classroom. There is a need to examine the processes by which MTs and ELTs negotiate their positions throughout planning and instruction to provide a clearer path for coteachers and K-12 administrators that may attempt this method of L2 instruction. Uncertainty of roles or unclear expectations of one another's responsibilities by the coteachers may lead to negative outcomes within the dyad, and ultimately

affect the quality of instruction received by the students. Honigsfeld and Dove (2015) suggested an approach for assessing and observing coteaching dyads but do not address the negotiation of roles or division of responsibility among the coteachers. Most recently, Ditter, Peercy, and DeStefano (2017) examine the negotiation or roles and division of labor between ELTs and MTs in a student centered classroom, and cite *routine* for being crucial to the success of the coteaching pair. However, they call for future studies to examine a more detailed and sustained observation of coteaching dyads as they negotiate roles in the mainstream classroom (Ditter, et al., 2017). Given this call for research and lack of clarity on negotiation in the field, this study seeks to examine the negotiation of roles between ELTs and MTs in the mainstream cotaught classroom.

My particular approach to this topic, through the study of coteacher negotiation, will benefit both the practice of coteaching and coteachers' disciplinary knowledge. The high ELL population and low SES of the surrounding community is not unique to my study. Many K-12 school districts across the nation are finding that ELLs are not advancing in the content areas, and have populations much too large for a typical ESL pull-out situation. The inclusionary method of coteaching ELLs by the ELT and MT in the same classroom eliminates the need to pull out or remove ELLs from the mainstream content area classroom for English language instruction. My position as a current K-12 educator, practicing ELT in coteaching situations, and as a scholar gives me insight into this research gap and the problematic dynamic involving role negotiations in the cotaught ESL classroom.

Background of the Researcher

My interest in this study comes from my experiences teaching the ELL student population through various models of ESL service delivery, becoming familiar with the Mexican families and their connection to community, and the hardships associated with immigrant status,

and, over time, developing coteaching and collaborative learning relationships with the school staff in order to support my students. Meanwhile, the language and academic needs of the ELLs have been deepening, as high-stakes testing and federal mandates require academic performance at rates for which they are unprepared. It is my hope that coteaching partnerships between ELTs and MTs can provide ELLs with quality instruction that is geared toward enhancing their academic content knowledge as well as strengthening their English language skills.

ELTs have knowledge of second language acquisition (SLA) and can offer language teaching strategies to create and plan lessons that build language and scaffold content, whereas mainstream teachers have knowledge of academic content and can offer the perspective of a grade-level teacher. ELTs can also apply their cultural and linguistic knowledge to planning and instruction, as well as sharing their knowledge of the language community that their students are a part of. Together, the MT and ELT can negotiate their roles, responsibilities, and professional strengths in order to help their students succeed in school both academically and socially. There are professional roles that teachers attach to themselves, roles that are co-constructed between coteacher partnerships, and other roles that are constructed for them.

Throughout my interactions with MTs as an ESL coteacher, I have observed many of the challenges and issues that are common to coteaching. In the coteaching dyads of which I have been a part, each member reacted to the situation in different ways, and this resulted in varying outcomes. In my experience, the most successful outcomes have come from coteaching relationships with set planning periods, open communication, realistic expectations, and a sense of respect for each other's area of expertise. A few initial coteaching endeavors lacked common planning time, assumed each other's responsibilities to be greater or less than the other, or the MT did not value the cultural and linguistic knowledge that I brought to the classroom. I have

been a participant in the unintended positioning of coteaching partners, have been positioned in return, and have felt the marginalization of my role by colleagues and the school district as a whole. My experiences have influenced my thinking about a teacher's need for defined roles and have caused me to question how those roles are negotiated. I am interested in the details of role negotiation and how it leads instruction and coteacher partnerships into various situations and outcomes.

Purpose of the Research

The purpose of this qualitative classroom study was to explore the interaction between MT and ELT dyads and their negotiation of roles using individual interview, recording of coplanning periods, and classroom observation. The investigation examined coteaching through the lens of a teacher researcher. My position as an ELT and coteacher gave me the insight and language needed to reflect and comment on my own views and how they are connected to this research. With coteaching becoming a method increasingly used for inclusionary instruction of ELLs in the K–12 domain, there is a need for a careful examination of how roles are negotiated and how need is perceived, in order to better understand the processes that surround ELT and MT coteaching dyads.

Research Questions

Although I hoped to learn more about negotiations between coteachers of ELLs, I have not made the claim that the findings from my context are generalizable to all coteachers of ELL populations. The participants, student demographics, and school environment linked to this study differ and are not representative of the entire U.S. K–12 educational system. In addition, many decisions regarding ESL service delivery and implementation are local and contextualized. My purpose for this study was to investigate how coteaching roles form between the MT and ELT in

the mainstream elementary school classroom through negotiation. To that end, I asked the following questions:

1. How do MTs and ELTs negotiate their coteaching roles in the mainstream classroom?

2. How are the academic content and language needs of ELLs perceived by the coteachers?

Theoretical and Methodological Approaches

Qualitative Study and Methods

The objective of this research is to determine how coteaching roles between the ELT and MT are negotiated. Using observation, I collected useful points for self-reflection that helped me evaluate how the roles assumed in the mainstream classroom define the academic content that is delivered and the status of each individual in the coteaching partnership. The study of interaction within two coteacher dyads in educational settings allowed me to look deeper into the coteaching partnerships and the roles that each teacher takes on in the mainstream classroom. The data collected from individual interviews, audio recordings of coplanning discussions, classroom observations, classroom mapping, and detailed field notes were coded, framed and viewed through the use of Positioning Theory.

Positioning Theory

Positioning theory was initiated as a response to the belief that the concept of *role* was inherently problematic, static, and ritualistic (Davies & Harré, 1990). The act of positioning someone or yourself can be deliberate, inadvertent, or presumptive and can occur during the course of an interaction (Harré & Van Langenhove, 1999). A position is created through talk, or through implicit modes of presentation by the *speakers* and *hearers* involved in the interaction (Davies & Harré, 1999). I engaged with positioning theory and the concepts that applied to my

study, using such terms as *preposition, position,* and *reposition* (Harré & Van Langenhove, 1999), to describe what occurs in the course of coteacher interactions during periods of data collection. The idea of *rights and duties* (Harré et al., 2009) were applied to how the dyads negotiated their roles and engaged in the act of positioning within this concept. In addition, the concept of *group membership,* the *tension* between people's membership, and the overlap of membership in different social groups (Schnurr, Van De Mieroop, & Zayts, 2014) helped to frame particular situations that arose during the study.

Characteristics of Sites and Participants

Elementary School Sites

The context and sites for this study are situated within an urban/suburban school district in Southeastern Pennsylvania. There is a high population of Spanish-speaking Mexican immigrant students within these schools and the surrounding community. The demographics of the surrounding area includes mostly Mexican and African American residents and families with low socioeconomic status (SES). *Fieldstaff Elementary* [pseudonym] is situated in a suburban environment, is the newest of the school buildings, and houses approximately 525 students. *Cornerstone Elementary* [pseudonym] is situated in more of an urban location in the center of the town borough. It is the oldest of the school buildings and houses approximately 415 students. The 2013–2014 data from the *Pennsylvania School Performance Profile* shows the demographics of the two sites as listed in Table 1.

Table 1

Demographics of School District and Elementary Schools in Study

Fieldstaff Elementary	%	Cornerstone Elementary	%	Entire School District	%
Hispanic	50	Hispanic	53	Hispanic	34
Black or African American	29	Black or African American	32	Black or African American	38
White, multiracial, Asian	21	White, multiracial, Asian	15	White, multiracial, Asian	28
Economically disadvantaged	87	Economically disadvantaged	96	Economically disadvantaged	79
English language learner	20	English language learner	18	English language learner	12

Note. Adapted from *Pennsylvania School Performance Profile (2013–2014),* by PA Department of Education, 2016 [website]. Retrieved from http://paschoolperformance.org/

Participants

The four participants in this study are four female educators with an age range from roughly 25 to 55 years old. Three of the four participants are tenured, experienced MTs or ELTs. The MT with the least amount of experience holds her *Pennsylvania Program Specialist* certificate for ESL. All teacher participants have various years of experience with coteaching ELLs. Of the three tenured participants, only one is a Spanish-speaking bilingual. Two of the four participants hold certifications in *Early Childhood Education*. The classrooms taught by the coteacher dyads are kindergarten and first grade.

Data Sources

I implemented various methods of data collection, such as individual semistructured interviews, audio-recorded coplanning sessions, classroom observations and video, classroom mapping and detailed field notes. I chose several methods of data collection in order to draw my findings from multiple sources and to be able to cross-check them against one another. I thoroughly compared my data sources and developed categories and themes, coded interview responses, audio-recorded coplanning periods, and used video to replay classroom observation sessions while cross-checking with classroom maps in order to analyze interaction.

Each teacher participant was interviewed individually using a 10-question semistructured interview to gather background information as well as their unique thoughts and reports of

coteaching experiences. Following the interviews, the participants audio-recorded four of their coplanning sessions—the ones that pertained to the four scheduled classroom observations for when I was present. I observed each dyad four times over a 12-week timeframe during their English Language Arts instruction. I took detailed field notes on the physical environment, mapped the classroom with teacher locations, and videotaped their interactions for repeated analysis.

Preview of the Literature

Coteaching

The use of coteaching as an inclusionary instructional method became popularized in the field of special education due to implementation of the Individuals with Disabilities Education Act (IDEA) in 1975. This act was created to ensure that children with disabilities have equal opportunities to free and appropriate public education. Cook and Friend (1995) announced a definition of coteaching, establishing coteaching relationships and other manifestations of teacher collaboration. Stanovich (1996) published on teacher collaboration accounts and claimed that co-teaching is a service delivery model that appears to be a means of assisting general education teachers to better address the diversity of student needs. Bahamonde (1999) followed by writing about the possible use of coteaching in bilingual education, and applying knowledge and best practices from the field of special education to ELLs. It is important to note that documentation of coteaching in the international context for English language development (Arkoudis 2000; Creese, 2002) precedes its current rise of implementation in the U.S. K–12 domain.

Honigsfeld and Dove (2008) began to publish on coteaching in the ESL classroom, while, at the same time, DelliCarpini (2008) emphasized the importance of teacher collaboration

between MTs and ELTs to acquire strategies across disciplines. Past and present federal mandates, such as No Child Left Behind (NCLB), Pennsylvania (PA) Core Standards, Every Student Succeeds Act (ESSA), and the focus on science, technology, engineering, and mathematics (STEM) in many K–12 school districts adds to the need for alternative instructional methods to meet the needs of ELs and a diverse student population. Hispanic students, as a group, are at a risk for school failure (Padilla & Gonzalez, 2001). Further, there is an achievement gap in the U.S. K–12 educational system between White, English-speaking students and low-SES Hispanic and African American students. Finally, Hoff (2013) indicates that researchers are uncertain about how much of the gap for low-SES Latino children is a trait of lower SES and how much is an effect of their English language exposure.

Significance of Study

This study is significant to the topic of coteaching ELLs because research has not addressed the detailed processes by which MTs and ELTs negotiate their roles in the cotaught mainstream classroom. This study can enhance knowledge of coteaching practices for ELLs as well as coteacher role negotiation in the U.S. K–4 context, specifically their early years, in kindergarten and first-grade classrooms. Additionally, this study benefits MTs, ELTs, administrators, and educational policymakers in that it focuses on methods of role negotiation and can increase awareness of coteacher contributions to a cotaught classroom of ELLs. This study also addresses how academic content and language development are delivered by the MT and ELT in a coteaching situation.

Chapter Summaries

My goal in Chapter 1 was to contextualize the study within the U.S. K–12 domain and to provide my rationale for the research and data collection. There are many issues facing ELLs,

ELTs, and MTs in today's educational climate. Coteaching provides an inclusionary and alternative option for instruction but carries problematic power struggles and undefined roles that need to be negotiated by the dyads in order to implement the method effectively. I addressed my research questions and methodology through the focus of a qualitative paradigm with elements of positioning theory.

In Chapter 2, I examine the literature and rationale surrounding the origins of coteaching in the U.S. K–12 context, and connections to current research on coteaching ELLs in the mainstream classroom. Next, I discuss research on coteacher roles and classroom power structures between the ELTs and MTs that tie in to current rationale for teacher development in both content knowledge and language acquisition. I then discuss academic content language as it applies to current instructional methods involved in this study and to federal mandates for education and the influence of these mandates on current ESL instructional practices in the U.S. K–12 system.

Secondly, in Chapter 2, I mention current trends in research, including closing the achievement gap between ELLs and their mainstream peers, advancing ELLs toward language proficiency, and increasing their performance on high-stakes testing. After that, I contextualize the student demographics by citing research on Mexican immigrant youth and the current situation for ELLs in U.S. K–12 public education. Students are not participants in this study; however, information about the population that the coteachers serve informs current ESL and content area instructional practices, such as coteaching. Even though the students are not participants, their agency may present itself on instructional decisions and actions taken by the ELT and MT. This section of the literature review highlights the social and academic influences of immigration and the consequences of poverty on content and language acquisition.

In Chapter 3, I review my plan for methodology, overall approach and rationale, data collection procedures, data analysis, focus population including coteacher participants, site descriptions, and researcher background that leads to an affirmation of confidentiality and trustworthiness in this planned study.

In Chapter 4, I share my findings from the data collection, including all relevant transcription, and organized the chapter into sections, each one pertaining to one of my research questions. Each section of data includes narrative threads from my field notes in regards to classroom environment to provide the reader with a thick description of the research site and participant interactions. Pseudonyms were created for each of the coteacher participants and elementary school sites. I utilize charts, figures, and tables to communicate any qualitative data that needed to be displayed visually. I describe the themes that arose from the data, and the processes that I took to formulate the recurring themes within positioning theory for each dyad.

In Chapter 5, I synthesize the data and themes that arose to provide a summary of my findings from the entire data analysis process. I address each research question and the themes that arose to ensure that I had answered each one. Additionally, I discuss implications for practice for MTs and ELTs, and also address issues regarding my findings for school administrators and educational policymakers. Finally, I make recommendations for future research in the areas of coteacher role negotiation and coteaching of ELLs.

CHAPTER 2

REVIEW OF THE LITERATURE

This study aimed to examine how U.S. K–12 English language teachers (ELTs) and mainstream classroom teachers (MTs) in a Pennsylvania school district formed their roles in a cotaught mainstream classroom of English Language Learners (ELLs). One particular focus of the study was how these roles were negotiated by the coteachers involved in this practice, as well as how the academic and linguistic needs of the students were perceived by the coteachers during coplanning sessions. A second question focused on the content and language acquisition knowledge bases of ELTs and MTs and how this affected the roles they negotiated for each other or themselves.

First, this chapter presents the origins of coteaching in K–12 special education, as well as its current implementation for an inclusionary method of English-as-a-second language (ESL) instruction. Common challenges facing coteachers and their negotiation of instructional roles follow. An integrated review of research related to current trends in ESL instruction, the effects of past and present federal education policies, and the current educational situation of ELLs that shows low academic success rates in school, the effect of low socio-economic status on education, and a political climate that condemns immigrants continues to draw out factors that affect coteachers of ELLs and their roles in the K–12 domain

Coteaching

Presently, per the dominant English-as-a-second language (ESL) program models and methodology used in U.S. K–12 education, MTs and ELTs are separated. ELLs, who are also separated from their mainstream English-speaking peers, often experience different academic instruction than their peers in the mainstream classroom. Coteaching of ELLs between ELTs and

MTs, and not simply collaborating or using a push-in model, creates an environment where two teachers work together to simultaneously deliver both academic content and language instruction.

As there is no federally mandated or preferred model for ESL service delivery in Pennsylvania, continuing ELL population growth has led to the adoption of coteaching as an inclusionary method of ESL service delivery. Coteaching has also recently become a common strategy in K–12 for addressing the increasingly diverse learning needs and academic levels of many students (Graziano & Navarrete, 2012). Coteaching and teacher collaboration became popular in response to the Individuals with Disabilities Act (IDEA) of 1975 and its subsequent reauthorizations in 1997 and 2004 (Cook & Friend, 1995; Turnbull, 2005). The link was made from special education to English language instruction when several teacher scholars bridged the collaboration and coteaching strategies to the field of ESL in response to No Child Left Behind Act (NCLB) of 2001, which provided equitable learning outcomes for ELLs while addressing the low academic achievement of ELLs in the K–12 domain (Arkoudis, 2006; DelliCarpini, 2008, 2009; Honigsfeld & Dove, 2008, 2010).

Origins of Coteaching and Collaboration in Special Education

The Individuals with Disabilities Education Act (IDEA, 1990) was originally enacted by Congress in 1975 (as the Education for All Handicapped Children Act) to ensure that children with disabilities have the opportunity to receive a free, appropriate public education, as other children do. The law has been revised many times over the years. Coteaching came about as an inclusionary delivery method for special education students to ensure that students with disabilities interacted academically and socially with their peers.

Friend and Cook (1995) have published extensively on the implementation of coteaching in the context of special education. They state that when teachers become instructional partners in a classroom, two things happen: (1) They often develop a sense of rapport and trust that is otherwise not available, and (2) while learning teaching ideas from each other, they expand their skills for reaching students' social and emotional needs. Teacher collaboration dedicated to meeting student needs has also been addressed by Friend (2008), who developed many resources for coteaching special education students in the K–12 domain. She states, "Co-teaching in a professional classroom provides professionals with a sense of support, that is, the knowledge that ensuring students reach their educational goals is not a responsibility that has to be undertaken in isolation" (p. 2).

While coteaching was being popularized in the field of special education, Stanovich (1996) claimed that coteaching was a service delivery model that also appeared to assist general education teachers, helping them to better address the diverse student needs they encountered in their classrooms as the number of ELL students in mainstream classrooms increased. Bahamonde (1999) followed Stanovich by mentioning the possibility for bilingual programs to adopt knowledge and best practices from the field of special education as a promising alternative. At the time, there was a scarcity of information on coteaching and ESL instruction.

Coteaching of English Language Learners

Because of mandates to educate students with learning disabilities in the least restrictive environment, from 2000 to 2007 there was an emergence of literature on coteaching within special education. Authors and scholars made several connections between the field of English language instruction and the practice of coteaching. However, these publications were in the field of special or bilingual education and did not enter the arena of ESL and pedagogical

strategies. At the same time, several pieces during this timeframe (Creese, 2002; Davison, 2006) mention a need for more research in the area of ESL and coteaching. Thus, literature featuring coteaching and ESL methodology finally began to emerge with authors such as Andrea Honigsfeld and Maria Dove (2008), and Margo DelliCarpini (2009).

DelliCarpini, noted for her foundational work and publications on collaboration between ESL and mainstream content area teachers, in 2008 called attention to the need for collaboration across the mainstream content and ESL disciplines. In 2009 she published a work addressing coteaching issues between mainstream and ESL teachers from a 2007 study that supported the idea that each was unfamiliar with the other's instructional areas. The paper mentions the power struggles, inequality, and *us* (ELT) vs. *them* (MT) attitude present in many coteaching partnerships (2009). Marginalizing both ELLs and their teachers continues to be a trend throughout the literature and research related to coteaching ESL. DelliCarpini (2009) also noted that much of the current teaching workforce receives little preparation for coteaching roles. DelliCarpini's research relates closely to current issues regarding classroom instructional practices affecting ELLs.

Teacher scholars Dove and Honigsfeld (2018) have made significant contributions to the ongoing discussion of ELT and MT collaboration and coteaching. They describe shared responsibility and identification of individual teacher roles as an agreement made by the coteachers on the process for decision making in several areas: instruction, managing student behavior, communication with students, and assessment of student progress. Honigsfeld and Dove (2010) explain that collaboration, which consists of co-planning and coteaching, is a time-consuming undertaking, but the resulting distribution of responsibility and labor benefits everyone involved. The decision-making process for instruction through coteaching requires the

pair to choose a model for instruction that will best utilize the skills of both professionals and will present content to ELLs in a comprehensible way. Honigsfeld and Dove (2015) also mention the skills and importance of the ELT's experience in analyzing the academic content demands of the curriculum and having the ability to scaffold oral language and literacy development into cotaught content area instruction. In addition the authors and researchers suggest that there are three elements that are consistent in successfully integrated coteaching partnerships: (1) trust between co-teaching partners; (2) maintenance of the collaborative instructional cycle, which includes coplanning, coteacihng, coassessment of student work, and reflection; and (3) leadership support (Honigsfeld and Dove, 2016).

Models for Coteaching

Models for coteaching that meet the needs of students with disabilities developed over the years through collaborative and inclusionary practices. Traditionally, three to five models for coteaching were developed and have been commonly used in special education (Murawski, 2010). Then, Honigsfeld and Dove (2010) developed a seven-model framework for coteachers to use while instructing ELLs. They report that they added models five and six to frontload vocabulary and content information and thereby meet the specific needs of ELLs. Currently, Dove and Honigsfeld (2018) continue to offer their seven-model framework, in addition to an instructional cycle model that includes the elements of collaborative planning, delivery, assessment, and reflection.

Table 2 names each of the seven models and describes options for small-group instruction.

Table 2

Coteaching Models

Model Type	Description
Model 1-One group: One Leads, One "Teaches on Purpose"	Mainstream and ESL teachers take turns assuming the lead role. One leads while the other provides minilessons to individuals or small groups in order to preteach or clarify a concept or skill.
Model 2-One Group: Two Teach the Same Content	Both teachers direct a whole-class lesson and work cooperatively to teach the same lesson at the same time.
Model 3- One Group: One Teaches, One Assesses	Two teachers are engaged in conducting the same lesson; one teacher takes the lead, and the other circulates throughout the room and assesses targeted students through observations, checklists, and anecdotal records.
Model 4-Two Groups: Two Teach Same Content	Students are divided into two learning groups; the teachers engage in parallel teaching, presenting the same content using differentiated learning strategies.
Model 5-Two Groups: One Preteaches, One Teaches Alternative Information	Teachers assign students to one of two groups based on their readiness levels related to a designated topic or skill. Students who have limited prior knowledge of the target content or skill are grouped together to receive instruction to bridge the gap in their background knowledge.
Model 6-Two Groups: One Reteaches, One Teaches Alternative Information	Flexible grouping provides students at various proficiency levels with the support they need for specific content; student group composition changes as needed.
Model 7-Multiple Groups: Two Monitor/Teach	Multiple groupings allow both teachers to monitor and facilitate student work while targeting selected students for assistance with their particular learning needs.

Note. Adapted from "Seven Coteaching Models" by Dove, M. G. & Honigsfeld, A., 2018, *Co-teaching for English Learners: A Guide to Collaborative Planning, Instruction, Assessment, and Reflection*, pp. 57–185. Thousand Oaks, CA: Corwin Press. Copyright 2018.

Honigsfeld and Dove publish for academic researchers and K–12 school administrators, as well as for ELTs and MTs. Their focus has shifted over time from describing coteaching models and ELT-MT relationships to dissecting the Common Core State Standards (CCSS) to

pinpoint the embedded language goals for ELLs. Dove and Hongisfeld also posited in 2013 that the instructional supports and service delivery models necessary for ELLs to succeed are not specified by the CCSS. Finally, their publications include a discussion of coteacher evaluation or assessment and coteaching leadership (Honigsfeld & Dove, 2014, 2015). They caution that no instructional leader in the K–12 school or district context can afford to remain uninformed about the current social and academic demands on ELLs and the factors that surround their success or achievement (Honigsfeld & Dove, 2014). More recently, Dove and Honigsfeld (2018) present a guide to collaborative planning, instruction, assessment, and reflection that also includes their seven-model framework of coteaching as seen in Table 2, above. The academic and linguistic development of ELLs affect the overall student success ratios and achievement ratings of their individual schools and of their districts as a whole.

Roles of Mainstream and English Language Teachers

The implementation of methods of coteaching ELLs has brought to the surface numerous challenges, including ELT *teacher preparedness* to coteach in the mainstream or content-area classroom. Chavez et al. (2019) note that MTs often have low expectations for their Latino students and a lack of familiarity with their culture. There is also a need for MTs to acquire strategies to instruct students with limited English proficiency (DelliCarpini, 2009; De Jong, 2014; Harvey & Teemant, 2012; Turkan et al., 2014). In addition to mainstream teachers' lack of strategies, another challenge facing coteachers is that ESL teachers frequently do not have the necessary K–12 content area knowledge to support the specific academic learning of ELLs (DelliCarpini & Alonso, 2015; Honigsfeld & Dove, 2014). These issues raise a concern between ELTs and MTs as to who delivers which part of the lesson and content. Issues of teachers' roles, responsibilities, ownership of content, and hierarchical power relationships merge with the

importance of knowledge of second language acquisition and academic content knowledge and practice (Harvey & Teemant, 2012).

The act of coteaching ELLs in the context of K–12 education involves the sharing of student responsibility, teaching strategies, content area knowledge, successes, failures, and sometimes even classroom space. Lundgren, Mabbot, and Kramer (2012) focus on describing the communication and practices that go on in K–12 schools in an attempt to foster collaboration between MTs and ELTs. The authors focus on essential concepts: beginning the conversation about collaborative teaching, increasing interaction with language and content, promoting cooperative strategies, and establishing teacher roles in collaboration.

Planning, instruction, and assessment are responsibilities that need to be shared and negotiated between coteachers. Issues related to finding time for coplanning and the lack of administrative support in this endeavor are well documented by the educators and scholars who write about coteaching (Scruggs, et al., 2007; Murwawski, 2010; Honigsfeld & Dove, 2015; Scruggs & Mastropieri, 2017; Dove & Honigsfeld, 2018). In addition, with the issues surrounding the logistics of co-planning come questions that teammates must ask themselves, such as: Who takes responsibility for adaptation of curriculum and assessments, monitoring student progress, the role of disciplinarian and assignment of consequences, and completion of specialized paperwork for students (Thousand, Villa, & Nevin, 2006)? Coplanning time is often seen as a vital part of the coteaching process, leading to effective delivery of instruction. Murawski and Hughes (2009) emphasize that coplanning enables the coteachers to share instructional strategies that can be used for a variety of students in the classroom to help them access the curriculum more effectively. Without the appropriate time allotted to coteaching

dyads, these instructors are unable to develop a relationship and discuss instructional design and strategy for their lessons.

In this era of high-stakes testing and teacher evaluation, *teacher accountability* has also added to the complex relationship between MTs and ELTs. Harvey and Teemant (2012) reported on their 2009–2010 study of four Indiana ESL administrators and their perceptions of MT and ELT competencies by gathering commonalities and distinctions from dialogue during interviews with them. Because of the expectations of the mainstream classroom and the current ESL program models, most administrators indicated that the responsibilities of the ELTs were based on supporting content area development and reading rather than on language development. The importance of teacher collaboration was also recurrent and highlighted both positive and challenging situations. An interesting perspective posed by one of the four administrators was the ELT as an expert rather than a specialist, with the expert's role causing isolation from MTs, whereas a specialist's role would signify a collaborative leader. The study reports very little on *perceptions* of MT roles but calls attention to the need for ELTs to be viewed as collaborative team members.

Within many coteaching partnerships exists an *imbalance of power,* authority, or control over the physical classroom space, academic content, and perceptions of teacher background or knowledge base (Arkoudis, 2006). A comparable study in the context of postsecondary education by Ferguson and Wilson (2011) examines perceptions of power and expertise by both professors and their students throughout a 15-week semester. In professors' journals, issues of power surfaced around who was teacher of record or the teacher responsible for the students, as well as fear of one's teaching being judged by the other instructor. Student interviews reported that they struggled with the idea that both professors shared the same power and that the students disliked

dealing with separate grading approaches. Overall, both professors noted positive and negative impacts of having two experienced teachers in the room.

The phenomena of power struggles found within coteacher partnerships seems to be centered around the topics of responsibilities, roles, knowledge, experience, and association to the mainstream classroom or to the language minority student groups. Mastropieri et al. (2005) noted a lack of definition in coteaching roles and precise responsibilities that still exists in current research. Coteachers are left to negotiate and develop their roles without a general framework to follow. A way that coteachers develop their relationship is through shared planning, instruction, assessment and reflection. Through these practices, they can see how their roles are shaped over time and what they need to do to continue nurturing their roles (Creese, 2002). However, very few groups of the current teaching workforce has had preparation for coteaching roles (DelliCarpini, 2009; Friend et al., 2010).

ELTs have often identified with the ready-made roles of teacher as "acculturator," and teacher as "socializer" (Farrell, 2011). Bilingual ELTs who are able to communicate with their student population often take on the role of *language broker*. This communication "between languages" is not usually direct translation but a mediation of language between the student, the ELT, and another school figure (Tse, 1996). This mediation of language is beneficial to the student and creates a unique role for the bilingual ELT. Creese (2005) notes that "bilingual teachers have the ability to use their first language to move beyond support to teach subject content" (p. 168). In this way, the bilingual ELT is able to translate what the MT is teaching and it becomes an explanation in the student's language.

Often, ELTs become marginalized (as do the student populations they are serving) because they are not part of the English-speaking mainstream school environment and are

specialized in different areas of instruction. Creese (2002) states that associating certain teachers with certain groups of students instead of with the entire student population does little to promote the inclusion and valuing of different languages and ethnicities in multicultural and linguistically diverse classrooms. Peercy et al. (2017) note that the frequent use of ELTs to accommodate for standardized testing and support of different grade level schedules sends a message that their instruction is a nonessential part of the cotaught classroom, and that ELTs are expendable.

In her study of the construction of power in teacher partnerships, Creese (2002) notes that ELTs rarely occupy the front of the class in their coteaching positions and frequently take on the role of a support teacher rather than a partner to the subject teacher. Incidence of specialized coteachers taking on the *helper* role branches from the special education sector as well. Friend et al. (2010) reports that special educators tend to take on the role of helper rather than coteacher partly because of a lack of content knowledge. In these cases, the ELT may act as an aide to the MT and not be involved with direct instruction. Mastroprieri et al (2005) cites the general education teacher as the *curriculum expert,* whereas the special education teacher is the *adapter, assistant,* and *extra-help teacher*. The divide between the *knowledge bases* of the mainstream classroom teacher and the ELT has been a challenge affecting coteaching that continues to surface in current research.

Academic Language

In coteaching partnerships, ELTs must reconfigure and apply their own *subject knowledge* of linguistics, applied linguistics, and language pedagogy in terms of content curriculum knowledge. Arkoudis (2002) labels this as *recontextualization* and states that it initiates a discourse of learning and support between the coteachers that maintains established *knowledge hierarchies.* These knowledge and experience hierarchies add to the role development

of coteaching pairs as they negotiate instruction between language and academic content. Valdés (2004) argues that perspectives on academic English stem from very different understandings held by MTs and ELTs. She states that "the dialogue on academic language is made up of a series of unconnected conversations that fail to be heard" (p. 103). She calls for increased communication between the two groups to foster progress if ELLs "are to acquire the kinds of language proficiencies considered desirable by educational institutions" (p. 103). Lachance, Honigsfeld, and Harrell (2018) note that "even with specific guidance regarding academic language development and in-depth considerations for teaching and learning, decades of attempted school reform continue to struggle to improve ELLs' academic achievement" (p. 3). This is a continuing call for MTs and ELTs to engage in collaborative practices, such as coteaching, to bridge their knowledge of language pedagogy and content curriculum knowledge to advance the academic achievement of ELLs.

Teacher Preparedness

School administrators and policymakers suggest that teachers make grade-level, rigorous academic content accessible to ELLs but often do not present methodology as to how this is to be done. This leads many MTs to research best practices and strategies on their own without an ESL specialist background or formal training in language acquisition. The vast majority of MTs lack formal training in ESL instruction and do not understand how to accommodate ELLs, let alone increase these students' academic language proficiency. This issue perpetuates low achievement rates in ELLs of low socioeconomic status (SES) and raises the question of how to close the overall academic achievement gap between ELLs and mainstream English-speaking students. By an ELT and MT coteaching ELLs together, strategies for increasing the use of academic content

language (the language of math, science, social studies, and English language arts) content and language instruction can be combined.

Development of Academic Language

Classroom instruction is being guided by *mandated academic standards,* but in many mainstream classrooms little or no accommodation is made for the academic language development needs of ELLs. DelliCarpini and Alonso (2015) found that MTs in particular contexts teach a sufficient content lesson but do not provide the necessary accommodations ELLs need to comprehend it, just as ELTs are able engage their students in a language lesson but may not be providing accurate content or reinforcing the necessary academic language or concepts. Lachance et al. (2018) note that teachers' conceptions of their role within the academic language development process is directly related to "preparing ELLs for equal access to classroom content information and therefore affording ELLs with equal educational opportunities in the context of school" (p. 12). Knowledge of academic vocabulary and advanced proficiency in the English language help ELLs gain access to mainstream classroom content instruction. Valdés (2004) states that mainstream English teachers continue to insist that ELLs are not developing the kind of academic English they need in order to succeed in their classes. At the same time, Kareva and Echevarria (2013) explain that it is proficiency in academic language that is associated with school success.

Testing Practices

In 35 states, including Pennsylvania**,** language proficiency is measured yearly by the *World-Class Instructional Design and Assessment (WIDA) ACCESS for ELLs* Summative Assessment. Many ELLs (48%) are at Level 4 or the near-proficient/advanced level, and they struggle to move to Level 5, the fluent English proficient level, which is necessary for them to be

successful participants in mainstreamed classrooms (Pawan & Seralathan, 2015). Without acquisition of academic content language, ELLs are unable to progress to higher levels of language proficiency on the WIDA and thereby exit local ESL programs in their schools. This need for academic vocabulary and content knowledge also serves as a barrier to their success on federally mandated high-stakes testing, such as the Pennsylvania System of School Assessment (PSSA).

In order for students to be released from English language instructional programs, they need to meet the Pennsylvania Department of Education's (PDE) mandated *2015–2016 State Required Exit Criteria*. Students must score a 5.0 on the Tier C version of ACCESS for ELLs Assessment as well as a score of BASIC on the PSSA. The PSSA English Language Arts and Mathematics *Performance Level Descriptors* denote a score of BASIC with various phrases such as that the student can demonstrate *limited* literary and informational text comprehension, describes *insufficiently* and can solve *simple or routine* math problems. Additional criteria include that students must have a grade of C or higher in the core subject areas of Mathematics, Language Arts, Science, and Social Studies. Short, Fiedelman, and Longuit (2012) posit that these testing practices are unlikely to end soon, so instructional interventions for addressing the ELL performance gap are needed. The following chart outlines the performance definitions for what ELLs should be able to do at their corresponding level.

Within the context of my study, most ELLs in the cotaught classrooms range from Levels 1 to 4 with the majority being at Levels 2 and 3. Upon entering Kindergarten, most ELLs that qualify for ESL services are at the Level 1-Entering phase due to the fact that this is their first experience with English and school in general. As the students progress through the school year, and have more instruction and exposure to English, their scores usually increase. Likewise, by

first grade most who were at Level 1 in Kindergarten have progressed to Level 2 or higher. Outliers to this situation would be students who have just arrived in the U.S. without English language proficiency. These students would be screened and scored as Level 1-Entering. Scores are used within the classroom to group ELLs for small group instruction, identify what they should be able to do, and to measure yearly progress.

Table 3

WIDA Proficiency Level Chart With Performance Definitions

6—Reaching	• Specialized or technical language reflective of the content areas at grade level • A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level • Oral or written communication in English comparable to English-proficient peers
5—Bridging	• Specialized or technical language of the content areas • A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports • Oral or written language approaching comparability to that of English-proficient peers when presented with grade-level material
4—Expanding	• Specific and some technical language of the content areas • A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs • Oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic, or interactive support
3—Developing	• General and some specific language of the content areas • Expanded sentences in oral interaction or written paragraphs • Oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning when presented with oral or written, narrative or expository descriptions with sensory, graphic, or interactive support
2—Beginning	• General language related to the content areas • Phrases or short sentences • Oral or written language with phonological, syntactic, or sematic errors that often impede the meaning of the communication when presented with oral or written, narrative or expository descriptions with sensory, graphic, or interactive support
1—Entering	• Pictorial or graphic representation of the language of the content areas • Words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic, or interactive support

	• Oral language with phonological, syntactic, or sematic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic, or interactive support

Note. Adapted from *Understanding the WIDA English Language Proficiency Standards: A Resource Guide,* by M. Gottlieb, M. E. Cranley, and A. Cammilleri, 2007, University of Wisconsin, WIDA Consortium. Copyright 2007.

Content-Based Instruction

Genesee and Lindholm-Leary (2013) state that traditional methods of ESL instruction have often dissociated language learning from academic content in the core subject areas because they have been taught in isolation or through topics that have no serious consequences or connections outside of the ESL classroom. Brinton, Snow, and Wesche (1989) describe content-based instruction (CBI) as "the integration of content with language teaching aims" (p. 2). Teachers typically use CBI to facilitate English language instruction while providing academic content, such as in math, science, or social studies—effectively integrating classroom content vocabulary and themes with language instruction. Brown (2007) posits that "content-based ESL instruction offers a more meaningful path to academic language acquisition" (p. 2).

Methods of Content-Based Instruction

The practice of combining instruction in academic content and vocabulary with language development in order to increase student comprehension is generally called *sheltered instruction* (Short, Fidelman, & Louguit, 2012). The goal of sheltered instruction is to provide ELLs with the same academically challenging content that their English-speaking peers receive through a combination of teaching techniques and an explicit focus on academic language (Hansen-Thomas, 2008). *Sheltered Instruction Observation Protocol (SIOP)* is a framework that was developed to include eight general components that together enable effective integrated content and language teaching. These components include lesson preparation, building background,

comprehensible input, strategies, interaction, practice and application, lesson delivery, review, and assessment (Echevarria, Vogt, & Short, 2013).

Another traditional method is the *Cognitive Academic Language Learning Approach (CALLA),* which comprises five main components: prepare, present, practice, evaluate, and expand. CALLA is an instructional model that was developed to meet the academic needs of students learning English as a second language in American schools (Chamot & O'Malley, 1994).

A more recent method that employs CBI is the *Two-Way Approach* published by DelliCarpini and Alonso (2015), in which the English language teacher focuses on language-driven CBI and the subject teacher focuses on the content-driven CBI through collaborative practices, so the needs of ELLs are met by those most qualified to meet them in both settings. This method is different from the traditional methods discussed prior in that the teachers collaborate to build common language and content objectives that include a visual posting of the language being used and taught in the mainstream classroom or administer specialized academic language instruction in a separate language classroom. CBI is grounded in the theory that second-language learning is most successful when the language being taught is integrated with some meaningful subject (DelliCarpini & Alonso, 2015).

Content-Based Instruction in the Cotaught Classroom

ELLs cotaught in a mainstream classroom could benefit academically from a CBI model of instruction. Arkoudis (2006) posits that teaching the language within the content areas needs to be negotiated if ELLs are to be taught in the mainstream setting. The ELT and MT can combine their knowledge sets of language pedagogy and experience with academic curricular content to provide a rich learning environment through CBI. Mastroprieri et al. (2005) found that

interaction with academic content and teacher knowledge did prove to have a substantial influence on coteaching. Genesee and Lindholm-Leary (2013) call for more extensive research in order to better understand the effectiveness of CBI through particular program structures, sociocultural conditions, and educational contexts.

Impact of Federal Mandates on Current Policy

CBI has become a popular method for K–12 ESL instruction in the U.S. school system. In recent years, many educators and school administrators have been paying more attention to knowledge and use of academic language in order to advance ELL student achievement scores on local and federal mandated tests. Brown (2007) notes the shift in curricular paradigms from communicative language teaching, which is driven by language function and forms, to academic language instruction and a focus on academic language acquisition following the implementation of NCLB. Government mandates seem to have led the way to the practice of coteaching in the field of special education and now in ESL to create more inclusionary classrooms that serve the academic needs of socially diverse students.

Levinson, Sutton, and Winstead (2009) define policy as a set of laws or normative guidelines and a cultural–textual expression of a political practice that "makes governing statements about what can and should be done" (p. 770). They claim that a normative sense of policy has often crowded out other angles of vision, and they describe policy as a "complex, ongoing, social practice of normative and cultural production constituted by diverse actors across different contexts" (p. 770). These researchers distinguish between policy that is made by authorized policymakers and *nonauthorized* policy that may be appropriated by teachers and building administrators on a local level. Implementing mandated policy, even if it has been institutionally adopted, they say, is an act of situationally constructed will. Furthermore, in

certain cases, authorized agencies, such as school boards and teacher councils, may lack the will to implement policy that is subject to current politics and practicality.

IDEA (1975), along with its subsequent reinstallations, combined with the *Lau v. Nichols* (1974) decision, which called for more equitable educational practices for ELLs, has made a very large impact on how ESL instruction is implemented and delivered. *Plyler v. Doe* (1981) followed after reaching the Supreme Court; it gave undocumented immigrants and their children the right to attend U.S. public schools regardless of their citizenship status.

No Child Left Behind (NCLB), enacted in 2002 during the Bush administration, was the bipartisan response to an update of the Elementary and Secondary Education Act (ESEA), signed by President Lyndon Johnson in 1965. NCLB carried a particular focus toward the academic achievement of certain student groups such as ELLs, special education students, and economically disadvantaged minorities. In ordinance with NCLB, each state had to show proficient state testing scores by all of its students by the school year 2013–2014. By 2010, President Barak Obama became increasingly aware that this deadline was unworkable for many schools and educators. Consequently, in 2011 the Obama administration applied a waiver option for states to either adopt the CCSSs or justify the quality of their own local standards (Klein, 2015).

The Pennsylvania (PA) State Board of Education approved the final regulations of the *PA Core Standards* on September 12, 2013, which then took effect on March 1, 2014 (PA Department of Education, 2016, PA Core Standards). As part of the new regulations, Pennsylvania's Core Standards included a set of rigorous, high-quality academic expectations in English language arts and mathematics that all students should master by the end of each grade level. Each grade cluster includes accommodated standards for ELLs (called the ELL Overlay)

that break the Core Standards into the four domains of language learning: reading, writing, speaking, and listening (PA Department of Education, ELL Overlay).

The Obama administration continued to work toward creating a national law with a focus on preparing students for success in college or the workforce. ESEA was reauthorized as the *Every Student Succeeds Act (ESSA)* on December 10, 2015, as part of a bipartisan measure to reconfirm U.S. lawmakers' commitment to equal opportunity for all students (U.S. Department of Education, ESSA). Obama credits the timeliness of the bill to the idea that knowledge is the single biggest determinant of economic success. He said that in today's economy, a quality education is the prerequisite for success and that students need to not only master the basic skills, but also to be critical thinkers and creative problem solvers. He added that the competitive advantage of the United States depends on whether kids are prepared to seize the opportunities for tomorrow. (U.S. Department of Education, ESSA [video]).

The signing of ESSA by President Obama was followed by a *Joint Guidance* between the U.S. Departments of Education and the Office for Civil Rights on January 7, 2015, titled *English Learner Students Have Equal Access to High-Quality Education.* This is the first time that a single guidance has addressed the federal laws that pertain directly to school's obligations toward ELs (U.S. Department of Education, Office for Civil Rights).

The Joint Guidance outlines schools' duties to ensure that ELL students are identified and receive services in a timely manner through an educationally sound language assistance program. One of the tenets of the Joint Guidance is to avoid unnecessary segregation of ELLs from other students and to monitor their progress in learning English and doing grade-level classwork. ELLs also have a right to qualified staff and sufficient resources, as well as to equitable access to school programs and activities. Some ELLs in separate language classrooms miss out on

academic content, so this announcement also suggests that any academic deficits English learner students incur while in language assistance programs should be remedied.

Federal testing practices such as the PSSA and tests that measure academic language proficiency such as the WIDA necessitate that ELLs receive language instruction that will help them learn the academic vocabulary and content knowledge they need. An overall focus on science, technology, engineering, and mathematics (STEM) in many school districts adds to the need for academic language proficiency for ELLs (Honey, Pearson & Schweingruber, 2014). With federal goals of readying students for college and a competitive workforce, there is an overall consensus on quality instruction and rigorous curriculum. The PA Core Standards, in conjunction with its ELL Overlay, attempt to address the challenge of learning language and content simultaneously. Friend et al. (2010) posits that "coteaching seems to be a vehicle through which legislative expectations can be met while students can receive specialized instruction that they need" (p. 10).

Current Educational Situation of English Language Learners

Steady Population Growth of English Language Learners

The number of ELLs in the K–12 U.S. educational system continues to grow. The percentage of public-school students in the U.S. who were English language learners has grown from an estimated 4.1 million students in 2002–2003 to an estimated 4.4 million in 2012–2013, reaching upward to an estimated 4.7 million in 2014–2015 (NCES, 2015-144; McFarland et al., 2017). Spanish was the home language (language spoken at home) of almost 3.8 million ELLs in 2014–2015, which translates into 77.1 percent of all ELLs and 9.4 percent of all public K–12 students (McFarland et al., 2017). The continuing enrollment of ELLs in K–12 public schools raises the likelihood that MTs will need to collaborate and communicate with ELTs in order to

develop strategies to instruct students their ELLs. The literature and research, as well as the evidence collected through my study, may provide MTs and ELTs, school administrators, and educational policymakers with the rationale to more thoroughly explore collaborative teaching of ELLs. The quality of education and the type of positive experiences immigrant children and families have in school are integral to their future achievement.

The Political Climate and Mexican Immigrant Youth

Chavez et al. (2019) find that the negative anti-immigrant and anti-Mexican rhetoric prevalent after the 2016 U.S. presidential election is impacting the overall emotional and mental health of Mexican immigrant youth. President Donald Trump's xenophobic attitudes have directed negative attention toward immigrants and racial and ethnic minorities (Espinoza-Herold & González-Carriedo, 2017). He continues his anti-Latino messages that Latino immigrants are criminals, in order to support his efforts to build a wall between the United States and Mexico (Espinoza-Herold & González-Carriedo, 2017). Chavez et al. (2019) note that the negative representations of Latinos in the media reinforce social attitudes of Latinos as perpetual outsiders, and this is felt as a personal attack by many immigrant families. Chavez et al. (2019) also include that today's U.S. citizens are not only discriminating against immigrants, but also against their children. This negative rhetoric is adversely affecting the emotional well-being and mental health of our immigrant youth.

Mexican Immigrant Youth in United States Schools

A national conversation about immigrant students is under way throughout many domains and grade levels in the K–12 U.S. educational system. Espinoza-Herold and González-Carriedo (2017) note the concept that our public schools mirror society at large, and account that Latinos have a greater presence than ever before in cities across the U.S. A report by Tienda and

Haskins (2011) posits that by the year 2050 this group of immigrant youth could comprise one-third of more than 100 million U.S. children. However, many of these conversations inside the U.S. educational system include overly broad characterizations of Mexican immigrants. Crosnoe and Turley (2011) explain that children from immigrant families in the United States "make up a historically diverse population, and they are demonstrating just as much diversity in their experiences in the K–12 educational system" (p. 129). These students bring language diversity to K–12 classrooms, but they continue to struggle to attain English language proficiency and academic success.

According to Padilla and Gonzalez (2001), research shows that Mexican–American students as a group are at risk for failure in school. However, what risk factors are associated with failure? Educators report the following as some factors that affect immigrant students: country of birth, age at time of immigration, parents' level of education, ethnic population of school, and academic courses available to English language learners (ELLs). Santana, Scully, and Dixon (2012) report on a group study from four different perspectives that suggests that optimal conditions for ELLs in English-speaking contexts involve higher family socioeconomic status (SES), parent and grandparent education, strong home literacies, opportunities for informal L2 (second language) use, well-designed and well-implemented educational programs specifically for L2 learners, and sufficient time for L2 literacy instruction.

Padilla and Gonzalez (2001) posit that "negative stereotyping of Mexican–American students as underachievers may be less common in high same-ethnic-density schools, resulting in enhanced achievement" (p. 739). This may be part of the reason that Mexican immigrant students tend to perceive less discrimination in schools that have high populations of ELLs with the same ethnicity. Faltis and Valdés (2010) confirm that many immigrant families—especially

those with little education and lower SES—tend to live in segregated communities, and their children attend segregated schools with similar peers. Valdés (2001) points out that when ELLs outnumber English-speakers in schools, they will face challenges in acquiring conversational and academic English due to lack of English access from peers. Tienda and Haskins (2011) highlighted the positive influence of strong family relationships, which is an immigrant advantage, but the condition of low-SES immigrant neighborhoods and schools may suppress these advantages and place immigrant children at risk for a host of negative developmental outcomes.

Tienda and Haskins (2011) suggest that what is not debatable is the responsibility of public schools to teach English so that immigrant youth can succeed academically. Guadalupe Valdés (2001), a foundational writer on Hispanic immigrant students, counters their claim with the point that ESL teachers in schools may be put in a position to promise what they cannot deliver. She suggests that academic success may not possible for "large numbers of children who are poor and disadvantaged and who do not have access to the kinds of cultural capital valued by schools" (p. 156). In fact, Faltis and Valdés (2010) report that during the period between the implementation of NCLB and recent policy, immigrant students have been especially negatively affected by the era of nationwide high-stakes testing and accountability. Valdés (2004) calls the lack of academic success of young ELLs in the light of increased standardized testing a *national scandal* (p. 123). The poor academic performance of ELLs and the achievement gap between them and their peers continues to present a challenge in K–12 education.

Long-Term English Language Learners and the Achievement Gap

Olsen (2010) reports on data from 40 school districts throughout California that 59% of secondary school ELLs are long-term English learners. Long-term ELLs are categorized as being

close to graduation age yet not proficient in English, having incurred major academic deficits despite years of schooling in the United States. She continues that students become long-term ELLs over the course of their K–12 schooling experience because of weak program models or poor implementation, exposure to curricula not designed to meet ELL needs, a narrowed curriculum, or social and linguistic segregation, or because no language development programs were designated for the student. In addition, Espinoza-Herold and González-Carriedo (2017) note that the Obama administration's efforts through their "Race to the Top" initiative were not enough to lessen the achievement gap between Latino's and their mainstream peers in the K-12 domain.

Long-term ELLs have distinct language issues, such as highly functional social language and very weak academic language, with significant gaps in academic background knowledge. They also "exhibit habits of non-engagement and learned passivity" because of their years of invisibility in the mainstream (Olsen, 2010, p. 2). The issue of long-term ELLs continues to be a challenge for many K–12 school districts and compounds the issue of closing the achievement gap between U.S. K–12 lower-SES minority students and their White, middle-class peers. Faltis and Arias (2013) posit that with the growing research knowledge base regarding what Latino immigrant students need to succeed in school, there is "no excuse for the long-term gaps between Latino immigrant students and White, English-speaking students" (p. 31).

Hoff (2013) reports on possible ways to close the achievement gap by examining early language trajectories of children from low-SES and language-minority homes. She reports on the negative effect that a lower SES has on language development and also on factors—such as level of parental education and exposure to English—that contribute to the ELL's academic success in school. Espinoza-Herold and González-Carriedo (2017) also indicate a lower SES as a main

factor for the achievement gap bewteen Latinos and other groups. In fact, Hoff (2013) indicates that there is uncertainty about how much of the gap in school readiness of low-SES Latino children is a trait of lower SES and how much is an effect of their exposure to partial English and partial Spanish. She continues to highlight the notion of *different* language skills as compared to language *deficits* in the context that the language strengths of low-SES ELLs may not be valued by schools in the domains of academic success. She states that "often in the U.S. the ability to speak a language other than English is a valued skill for children of the middle class, but not for children from lower SES homes whose other language is the heritage language of their immigrant parents" (p. 13). These issues are of importance to the context of this study because "public schools mirror society at large" (Espinoza-Herold & González-Carriedo, 2017). Many of the students receiving instruction from ELTs or MTs come to school with an invisible emotional load on their shoulders caused by the factors presented in this chapter.

Marginalization of English Language Learners and English Language Teachers

Marginalization of ELLs and their first-language (L1) abilities continues to be a recurring topic in the field of ESL. Stubbs (2002) states, "We hear language through a powerful filter of social values and stereotypes" (p. 66). Within the current political climate of anti-immigrant sentiment, that statement is accurate and relevant. Valdés (2001) suggests that in political moments like this, "we remember that the role of schools is not merely to teach English but to educate children, develop their fine minds, and prepare them to contribute to this country's future" (p. 148). ELLs are not oblivious to the comments and actions reported by the media and, as such, filtering into their communities. The current political climate and anti-Latino messages in the media are negatively affecting the emotional health of our Mexican youth (Chavez et al., 2019). Delpit & Dowdy (2008) note:

> They hurt from the stereotypes that this country perpetuates about them. They hurt because the gift of language their mothers and fathers and grandmothers and grandfathers gave them is considered inadequate, inappropriate, and unacceptable. These young people have been hurt by others' responses to "the skin that they speak" (p. xii).

Arkoudis (2006) reports that ESL itself is also perceived as being lower in the subject hierarchy of a school. Valdés (1998) commonly refers to long-term placement in ESL classes and the physical segregation of ELLs from their grade-level English-speaking peers as the *ESL ghetto*. Faltis and Arias (2013) acknowledge that there will be continuing political battles over the education of Latino immigrants and ELLs, but that policy goals need to be addressed by educators and policymakers to ensure that these students are "not left to languish in ESL ghettos" (p. 31).

Not only are ELLs marginalized to the ESL ghetto, but ELTs are also positioned into a lower category within the mainstream curriculum of the school institution (Arkoudis, 2006). Yoon (2008) finds that ELLs do not seem to be well supported by classroom teachers because "many such teachers lack understanding of how their roles and teaching approaches can best support ELLs' needs" (p. 495). This leads to mainstream classroom teachers viewing ELLs as a frustration when they focus on the linguistic needs of their students. She also found that educators who positioned themselves as teachers for regular education students or for single-content-area subjects "did not play an active role to invite student participation and shifted their responsibilities to the ESL teacher to meet the ELL's cultural and social needs" (p. 516). Finally, the professional coteaching relationship has been shown to be problematic when ESL teachers are marginalized within their institutions (Creese, 2002; Arkoudis 2006). In addition, ELTs are often pulled from their cotaught classrooms to accommodate for standardized testing and

different grade level schedules which sends the implicit message that their instruction is not necessary (Peercy et al., 2017). The research on coteaching spans several decades throughout the field of special education and has most recently entered the ESL field as an inclusionary method for instruction, but many challenges are left to ensure equitable and reciprocal roles and agreement in the coteaching relationship.

Gaps in the Literature

The review of the literature indicates that there is no one preferred K–12 model of effective instruction that will meet the needs of ELLs and the academic content and social challenges that they are facing. Although some elements of current federal policy attempt to support ELLs, measures such as high-stakes testing and requirements for academic growth remain a constant pressure for students and teachers alike. Consequently, the need for ELLs to acquire academic content knowledge and vocabulary is integral to their success with U.S. federal college-and-career-ready-minded initiatives. The use of CBI to teach academic language connected to grade-level content has become a popular method of instruction. Genesee and Lindholm-Leary (2013) call for more extensive research to better understand the effectiveness of CBI through particular program structures, sociocultural conditions, and educational contexts.

Although coteaching in the mainstream classroom has become popular as a more inclusionary way to address the academic and linguistic needs of ELLs, the practice lacks both a consistent framework for implementation and clarity in teacher roles and responsibilities (Mastropieri et al., 2005; Ferguson & Wilson, 2011; Harvey & Teemant, 2012; Lundgren, Mabbot, & Kramer, 2012; Peercy et al., 2017). ELTs often do not acquire the particular grade-level academic content knowledge that they need to use to teach academic language to ELLs (DelliCarpini & Alonso, 2015; Honigsfeld & Dove, 2014), whereas many MTs lack knowledge

of L2 acquisition and instructional strategies to support ELLs (DelliCarpini 2009; de Jong, 2013; Harvey & Teemant, 2012; Turkan et al., 2014). The literature published on coteaching also neglects to address the need for instructional services for kindergarten ELLs who enter with limited school-readiness skills or for later-stage ELLs with significant academic deficits (Friend et al., 2010; Olsen, 2010). Together with coteaching's methodological shortcomings come the social issues of power struggle and marginalization between coteachers (Creese, 2002; Arkoudis, 2006; DelliCarpini, 2009).

For example, the marginalization of some ELTs by their colleagues is a factor that could affect roles negotiated in the mainstream classroom and also influence a teacher's content area or knowledge of L2 acquisition. The unsatisfactory situation of ELLs in the current U.S. K–12 public education systems calls for an examination of coteaching in the mainstream classroom as a positive instructional model for ESL instruction. Likewise, there is a need for an in-depth study of the effect of role negotiations between coteachers for this increasingly used method of coteaching for ESL instruction (Peercy et al., 2017). Friend (2010) states that even by increasing professional literature on the topic of coteaching, many studies just offer advice rather than carefully studying the issue.

Segregation of English Language Learners

Another issue that coteaching fails to address is how to group ELLs in the mainstream for instruction without segregating them from their English-speaking peers. Regarding elementary- and secondary-school students' experiences, Kincheloe (2012) asks, are these groupings "designed to adjust [the students] to the existing social and economic order? What school experiences engage students in questioning the justice of that order and the desirability of such adjustment?" (p. 17). Coteaching ELLs by an ELT and MT requires grouping practices that place

the majority of ELLs in one classroom. Valdés (2004) posits that with increasing residential and academic segregation, possibilities for ELLs to participate in communication spheres where academic language is used naturally and comfortably are few. She also questions whether academic language can be taught or learned effectively in a self-contained ESL classroom.

Part of the Joint Guidance issued by the Department of Education and Office of Civil Rights in 2015 makes note to avoid unnecessary segregation of ELLs based on their national origin or ELL status. It is understood that certain ELL programs are designed to deliver separate instruction, but school districts are cautioned to carry out their chosen programs in the least segregative manner. There is a fine line between coteaching a large group of ELLs of a specific ethnicity in the mainstream classroom and facing a possible civil rights infraction. The benefits of providing language instruction through grade-level academic content in a cotaught classroom seems to both adhere to and clash with the tenets of the Joint Guidance.

Inferences for Forthcoming Study

The following factors affecting the negotiation of coteacher roles and the current situation of ELs emerged from the review of literature:

1. ELTs lack the grade-level academic content knowledge they need for current academic language instruction.
2. MTs are also underprepared to teach ELLs due to lack of second language acquisition (SLA) knowledge and lack of instructional strategies for ELLs.
3. Current educational policy calls for less segregation of ELLs from their mainstream peers, includes high-stakes testing practices, and makes knowledge of academic content and language necessary for success.

4. Coteachers are challenged by many issues surrounding power issues, responsibilities, and roles.
5. Research shows that ELTs are marginalized, as is their ESL subject matter, in the mainstream school environment.
6. MT and ELT perceptions of student need may vary based on the teachers' knowledge of SLA and current issues of ELLs in U.S. K–12 public education.

Figure 1 below illustrates the factors that I believe may affect the negotiation of roles and perceptions of ELL need in coteaching relationships.

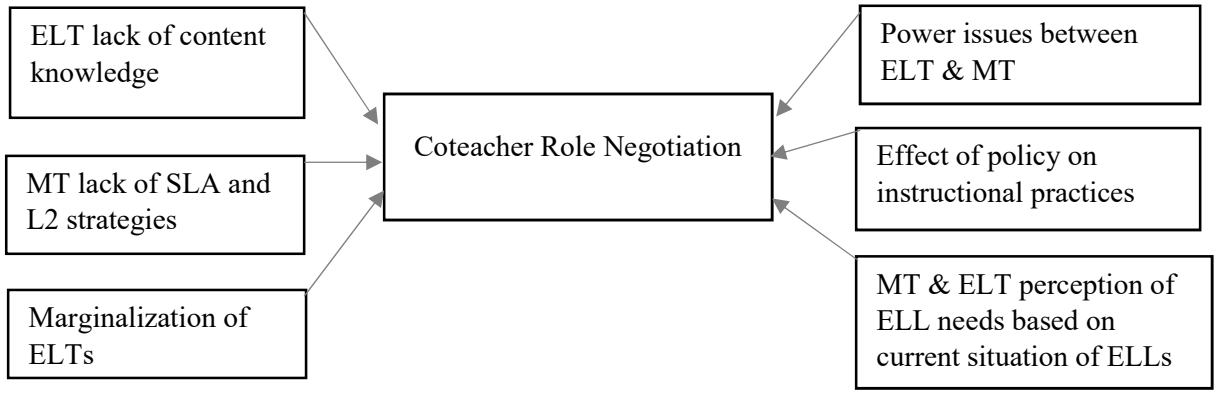

Figure 1. Factors relating to roles and perceptions.

Negotiation

Negotiation, in the field of applied linguistics and language teaching is viewed as an activity through which ELLs and their conversational partners work together linguistically to repair or resolve issues or slight barriers in communication, to meet at a mutual understanding and comprehension of the message (Pica, 1996). During this conversational activity, Pica notes that signals of negotiation may include "repeated or rephrased words, or "simple acknowledgements such as 'yes,'" which facilitate clear communication between those involved

in discourse (p. 2). These conversational adjustments and interactions are negotiations that tend to clarify meaning.

In the context of an English as a foreign language (EFL) setting, Mayo (2018) reviews how children negotiate to make language meaningful by engaging collaboratively during specific language tasks. The children work in dyads to complete communicative tasks while lending linguistic assistance to each other and paying attention to each other's utterances and thereby negotiate meaning throughout the discourse. Mayo (2018) posits that this "negotiation of meaning (NoM) is a particular type of interaction, a process whereby conversational routines are modified among partners in order to overcome communication breakdowns" (p. 2). Negotiation of meaning also applies to modifications made by participants in a discussion to help them comprehend the message.

Negotiation in education is also explored as it applies to a study that examines how fifth- through seventh-grade students build their understanding of the mathematical principles of fractions and decimals (Bossé, Bayaga, Fountain, Lynch-Davis, Preston, & Adu-Gyamfi, 2018). In one report, the students work in small peer groups and engage in discourse surrounding a problem about fraction simplification. Bossé et al. (2018) describes this type of student discourse as "communicating with each in other in order to negotiate the meaning of mathematics" (p. 5). The authors note that the students are not simply repeating what the teacher is saying, but that they are "communicating simple ideas with increased precision" and "collaboratively experimenting with novel ideas." This example of student negotiation in the area of mathematics education adds to the uses of the term *negotiation* with regard to its relationship to discourse that attempts to make meaning from a conversation.

In this study, I adapt the term *negotiation* to describe the type of communication that frequently occurs during coplanning and instruction. This negotiation occurs between the coteachers so they can reach an instructional agreement or position themselves, or their coteacher, to an instructional role. I also apply the term within the field of education, but specifically to the discussion, planning, and instructional decisions surrounding the coteaching of ELLs. My adaptation of the term *negotiation* highlights a process of communication that leads to an agreement, an instructional plan, or role designation between the MT and ELT. Peercy, Ditter, and Destefano (2017), also use the terminology *negotiation* and *renegotiation* to describe how ESL and mainstream teachers define and enact collaborative teacher roles in the co-taught classroom. They claim that routine is an element critical to the process of negotiation and is part of a successful coteaching outcome.

Role theory as described by Biddle (1986), states that "Most versions of role theory presume that expectations are the major generators of roles, that expectations are learned through experience, and that persons are aware of the expectations they hold" (p. 69). Through this view, roles are also thought to evolve through social interaction and can change based on how others understand their own roles, or how they interpret the behavior of others. Biddle (1986) notes that roles are then "thought to reflect norms, attitudes, contextual demands, negotiation, and the evolving definition of the situation" by the participants. Therefore, the negotiation and positioning that can occur in coteacher dyads may contribute to the designation of instructional or classroom roles.

Positioning in Coteaching

DelliCarpini (2010) suggests that the issue of positioning between the ELT and MT "has emerged in the literature as one that could potentially prevent an effective partnership from ever

occurring" (p. xi). Positioning theory (Harré & Van Langenhove, 1999) can provide the necessary foundation to highlight the details and factors associated with the social interaction or positioning that takes place between the coteachers. Yoon (2009) suggests that regular classroom teachers have often positioned themselves as appropriate only for mainstream students by positioning the ESL teacher as appropriate only for ELLs (p. 497). In the mainstream classroom, academic content knowledge is often attached to the MT. Bourdieu (1977) states that "academic qualifications are like currency to position" (p. 187). I examine the roles and positions assumed by the coteachers and the positioning actions made or discussed in the dyads as they relate to the teachers' perceived or inherent academic qualifications. Harré and Van Langenhove (1999) mention that "as some positions disappear from the social world, new ones appear" (p. 11). In the relatively recent adoption of coteaching as a method for U.S. K–12 inclusionary ESL instruction, the negotiation and development of these new roles need to be carefully examined.

Positioning Theory

The concept of positioning was developed by Davies and Harré (1990) in relation to discursive studies. They introduced the concept of "positioning" to avoid the inherent problems that they found in the static concept of "role" (p. 1). They claim that positioning theory helps to focus attention on dynamic aspects of encounters in contrast to the aspects of *role.* They stated that "with positioning, the focus is on the way in which discursive practices constitute the speakers and hearers in certain ways" (p. 26), and positioning also acts as a medium through which *speakers and hearers* can negotiate positions through dialogue. Van Langenhove and Harré (1999) propose that positions, unlike fixed roles, can and do change. They state that "the act of positioning thus refers to the assignment of fluid 'parts' or 'roles' to speakers in discursive construction of personal stories" (p. 17). Van Langenhove and Harré (1999) conclude that

"conversations have *storylines* and the positions people take in a conversation will be linked to these storylines" (p. 17). A more recent application of positioning theory (Harré et al., 2009) pays particular attention to how "people are positioned or position themselves with respect to *rights and duties* to act in evolving storylines" (Harré et al., 2009, p. 5).

I approached this study using the notion of positioning and employing detailed observational methods and description. Harré and Langenhove (1999) note the narrative nature of storylines through positioning theory. These storylines convey personal stories that denote intelligible actions and determinate acts. Kincheloe (2012) claims that "qualitative thinking involves the feeling and appreciation dimension of human activity" (p. 188). My detailed description of the school sites and classroom environment provides depth to my research and data results.

Rights and Duties

Harré et al. (2009) suggest that "rights and duties are distributed among people in changing patterns as they engage in performing particular kinds of actions" (p. 7). This type of positioning can be ascribed to or resisted as it is enacted by individuals or groups. These meaningful, social actions are parts of storylines that may develop or unfold along more than one person's storyline (Harré et al., 2009). A person can assign duties to or delete them from oneself or another by inferring that either he or she, or another, has or does not have the right or duty to do something. Harré et al. (2009) state that this conflict will cease as the social and psychological conditions for its emergence dissolve.

Group Membership

The conflict or tension present in discursive processes may arise between people's membership in different groups (Schnurr et al., 2014). The ELT and MT can be thought of as "juggling membership" (p. 387) between two social groups under the same school institution.

The ELT carries membership from the ESL department, as an instructor of a language minority student group, and as a teacher in the larger school institution, whereas the MT has membership with the mainstream classroom teachers of grade-level academic content, with the English-speaking students, and, finally, as well with the larger school institution. Schnurr, Van De Mieroop, and Zayts (2014) present data derived from their study of narratives and construction of professional identities in the workplace. The data collected from interviews and participant observation of workplace interactions shows evidence of professional individuals and the links to their position in group membership. In their study, interviewees are found to position themselves toward two specific professional groups, and Schnurr et al. (2014) finds a considerable membership overlap between the two groups. They report that the interviewees mention themselves as being explicit links between the two different groups of membership (p. 392). This concept of juggling membership between professional or social groups within an institution, and possible position overlaps between the groups could support the negotiation of MT and ELT roles within their environments.

Pre-Position, Position, Reposition: Key Terms of Positioning Theory

I focused on the three terms *preposition, position,* and *reposition* as they applied to the interaction observed within coteaching dyads during instruction and the episodes of dialogue during planning periods and individual interview. Harré and Langenhove (1999) state that "position may emerge naturally out of conversational and social context" (p.18). Pre-positioning can be a positive or negative act that one does to oneself or to another. Whenever people position themselves, this act always implies a counter-positioning of the one(s) to whom it is addressed (Langenhove & Harré, 1999). Positioning and repositioning carry the same possible

ramifications as pre-positioning and have the ability to shift the position or the focus of the self or others.

CHAPTER 3

METHODOLOGY

Overview

Issues Surrounding Coteaching

The goal of this qualitative study was to gain a deeper understanding of how MTs and ELTs negotiate their roles and perceive ELL student needs in a cotaught K–4 classroom. Research on coteaching in the fields of special education and ESL has shown that issues of power, roles, teacher preparedness, and knowledge base affect coteacher relationships and interactions in the cotaught classroom (Arkoudis, 2006; Creese, 2002; Dove & Honigsfeld, 2018; Honigsfeld & Dove, 2015; Murawski & Lochner, 2010; Scruggs et al., 2007; Scruggs & Mastropieri, 2017). Because of related factors, such as the effect of federal policy on education, the current academic and social state of specific ELL populations, and recurring issues of marginalization of ELLs and ELTs, increasing implementation of coteaching ESL in the mainstream classroom needs to be carefully implemented and considered.

The steady increase of English language learners in U.S. K–12 schools has necessitated that teachers use more dynamic instructional methods to meet the social and academic needs of these students. One such method is coteaching, which is currently being used in the mainstream classroom as an inclusionary way to facilitate both English language development and academic content instruction by coteaching pairs. Gaining an understanding of how ELTs and MTs negotiate their roles and perceive students' needs in the cotaught ESL classroom will contribute to effective academic content and language instruction for ELLs in the K–12 domain. The purpose of my study was not only to examine the negotiation of roles between the coteachers,

but also to explore the dynamics and institutional factors that may play into the formation of these roles and the accompanying classroom practices.

This study was designed to examine how U.S. K–4 ELTs and MTs form their roles in a cotaught mainstream classroom of ELLs. A particular focus was placed on how these roles were negotiated and assumed by the coteachers involved in this practice, as well as how the social, academic, and linguistic needs of the ELLs were perceived by the coteachers during coplanning sessions. Secondary questions addressed the content- and language-acquisition knowledge bases of ELTs and MTs and how they affected the roles that these teachers negotiated for one another or themselves. In this qualitative study, data was collected from the ELTs and MTs through (a) individual semistructured interviews, (b) audio-recorded planning sessions, (c) classroom observations with attention to environment to add context to the data, and (d) classroom mapping of the ELT's and MT's physical positions during the cotaught lesson. This chapter describes the research methodology, data collection, analysis, and ethical considerations of the study.

Research Questions

This study investigates the following research questions, which were influenced by the literature review:

1. How do MTs and ELTs negotiate their coteaching roles in the mainstream classroom?
2. How are academic content and language needs of ELLs perceived by the coteachers?

Researcher's Positionality

My experiences as an ELT and coteacher in the K–12 domain have greatly shaped my positionality in conducting this study on the negotiation of roles by coteachers of ELLs. In many ways, this study has emerged from the intrigue related to role negotiation that I incurred during

the development of my own coteaching partnerships. Through the lens of a teacher researcher framed by positioning theory, I looked for ways that the coteachers deliberately, inadvertently, or presumptively positioned themselves or each other during their interactions (Harré et al., 2009). I acknowledge that my own position as a teacher researcher and known observer inevitably affected the interviews, observations, and ways that I collected, interpreted, and analyzed the data. I disclose this information to help my readers gain a more in-depth view of the study by understanding my position. Kincheloe (2012) mentions that we can "pursue knowledge by promoting the closeness between researcher and researched" (p. 167). In this way, my position in the research context makes use of my intuition and lived experiences.

Rationale for Qualitative Research Design

Qualitative research in education is dedicated to the study of how humans make meaning and attend to the abstract characteristics of events (Kincheloe, 2012). By observing while giving attention to detail, and applying elements of positioning theory to coteacher interaction, I was able to investigate, analyze, and synthesize the processes of coteaching ELLs that led to the negotiation of roles in the shared classroom. I observed while standing back from my role as another coteacher, to make sense of what I see in other cotaught classrooms. This type of observation required empathy and the ability to understand and be attentive to the feelings of another on their terms while simply realizing that this tension exists (Mills & Morton, 2013). The tension between being an objective observer, while relating what I saw to my personal experiences required me to have empathy on the terms of both coteachers.

My study took place in two distinct elementary schools within the same school district. Each building had its own discourse while retaining some of the same district policies. I saw observation as a way to follow and communicate these differences. Carrying out detailed

observation in more than one place or locale showed the politics that were unique to each building while observing the same method of ESL instruction modeled in 2 distinct places.

At times the ELTs who work with these groups of students are caught within a power relationship of marginalization that connects the subordinate status of the students to the teachers who work with them in the mainstream environment (Arkoudis, 2006; Creese 2002). Using a teacher researcher's lens throughout this study allowed me to examine "the intellectual and social spaces where power relationships are reconstructed to hear the voices and experiences of those who have existed at the margins of public institutions" (Darder et al, 2009, p. 12). The alternative practice of coteaching ELLs and constructing a cotaught classroom had the opportunity to provide a space that could have either neutralized or enforced these power relationships. In this qualitative classroom study, I implemented various methods of data collection, including interview, observation, and recording. I constantly compared my data sources and developed categories and themes, coding interviewee's responses and audio-recording lesson planning. I consistently examined my data for my own biases and for interpretations based on my own identity (Marshall & Rossman, 2011).

The Research Context: Research Sites

The research sites were two K–4 elementary schools located within the same school district but in geographically diverse areas. One elementary school is situated in a suburban area on the same campus as the high school and administration building. There are large grassy athletic fields, freshly paved parking lots, and brightly colored modern playground areas blanketed in fresh wood chips. The other school is in the heart of the town's borough on the corner of a busy street; it is surrounded by brick rowhomes in need of repair and aging, buckling sidewalks. The school playground and parking area are covered with patched blacktop and

enclosed within, tall wire fencing. The student population of both schools is drawn from the same neighborhoods: One school boundary is directly across the street from the borough school's front door. Using familiar sites for the study afforded me an ease of access and the advantage of prior understanding of the cultures prevalent within the different buildings (Mulhall, 2003).

Procedure for Selection of Participants

The focus of this study was on the populations of two elementary ELT-and-MT-cotaught classrooms in a semi-urban school district in Pennsylvania with a sizeable population of Spanish-speaking ELLs. In this particular school district, coteaching is sporadically implemented to address both special education and ELL student needs. It is important to note that coteaching is not an officially mandated method of instruction for ELLs in this school district. The most commonly used method for ESL instruction is *pull-out,* where the ELT removes the ELLs from the mainstream classroom for small-group language instruction, or *push-in,* where the ELT is present in the mainstream classroom but does not necessarily implement coteaching practices or parallel instruction.

The participants, Mrs. Nickel, Mrs. Lorde, Ms. Ramos, and Miss James [pseudonyms], were selected based on the coteaching methods they chose to use to implement ESL instruction in the mainstream classroom. I chose these participants based on their willingness to allow me into their classrooms to observe their coteaching practices. I also note that I do not hold a supervisory role over the participants. The principals of each school also met the criteria of being willing to facilitate data collection by allowing me access to the teacher participants and their classrooms. The teacher participants were given letters inviting them to participate in the study.

They were also given information about their rights as participants in an informed consent form approved by the Institutional Review Board (IRB).

All four participating teachers are female and are employed by the same school district, but they are located in two different elementary buildings in contrasting neighborhood settings. Three of the four participants are tenured, experienced elementary school teachers. The MT with fewer years of experience has her *Program Specialist* certificate in English as a Second Language, which is Pennsylvania's only current certification option for ESL instruction. One participant is a Spanish-speaking, bilingual ELT of Dominican ethnicity. The other ELT and both MTs are monolingual English-speakers who have some knowledge of basic Spanish classroom phrases. All teacher participants have had varied amounts of prior experience coteaching ELLs in the mainstream classroom.

Research Design Overview

Qualitative Methods

I inserted narrative threads throughout the data analysis and synthesis of the study to provide thick description of coteacher interaction and the physical school environment. Creese (2002) notes the significance of contextualization of teachers' classroom practices and the ways teachers conceptualize these practices to the examination of their coteaching practices. My observations in the classroom were geared toward the verbal and physical details of teacher interaction, as well as the possible effects of the overall classroom environment on the cotaught class.

Semistructured Interviews

The four purposefully selected participants were asked to participate in an individual interview preceding both the audio recording of coplanning sessions and classroom observations.

The interviews lasted approximately 30–45 minutes and were held at a time convenient for them. (See Appendix B for a list of the interview questions.) The interviews were conducted as a way to collect background information and to hear the participants' individual responses to the question of how they describe their roles in a cotaught classroom of ELLs. For this study, the qualitative interview data served several purposes: (a) hearing any particular differences in perception of role held by the coteachers, (b) adding to the richness of the data collected from the ELT and MT, and (c) providing an in-depth understanding of further qualitative data collected from audio recording and observation.

I prepared 10 guiding questions to frame the semistructured interview, but there was still a slight need for improvisation during the interview process to keep to the timeframe allotted (Myers & Newman, 2007). Davies and Dodd (2002) posit that "interviewing is a social interaction and as such is shared communication which requires engagement with our respondents" (p. 283). My research findings guided me in writing the interview questions, which were open-ended, allowing the interviewee to provide additional information (Jacob & Ferguson, 2012). I transcribed and coded the data while noting patterns and themes that arose (Saldaña, 2013).

Recording of Planning Sessions

Coplanning time is integral to the success of the coteaching partnership and delivery of instruction. When planning is done collaboratively between the coteachers, it can enhance the skills and strategies teachers use for instructing ELLs in the mainstream classroom (Honigsfeld & Dove, 2010). However, Arkoudis (2006) notes that pedagogic tensions may arise between coteachers during co-planning conversations and that the different views and perspectives they contribute are linked to their views of teaching and to subject disciplines. I recorded the four

coplanning sessions that correlated to the four classroom observations that I made over a 12-week period.

In order to record the coplanning conversation, I offered an audio voice recorder to the coteacher pairs, but they chose to use their own cellular devices to record the four planning sessions. They then sent the recordings to me, and I transcribed them and coded them based on themes that emerged from the data (Saldaña, 2013). Creese (2002) posits that analyzing discourse provides a way to show reflexivity of language and context when the teachers coconstruct each other's roles during these planning sessions. This coconstruction of each other's roles related to the elements of positioning inherent in role negotiation between the coteachers. Mulhall (2003) notes that the use of dialogue as data has a more lasting impression than do descriptive accounts alone.

Classroom Observations

My focus groups consisted of two coteacher dyads in two different elementary schools within the same school district. One dyad taught kindergarten and the other taught first grade. I observed each dyad four times within one school trimester or over a 12-week period. Each classroom observation took place during the language arts, or reading block, where the ELT delivered direct English language instruction in conjunction with the MT, who delivered academic content. My observational focus was on how coteachers negotiated their roles through instruction and classroom activities. By using the methods of writing detailed field notes, classroom mapping, and video recording of instruction, I noted how teachers positioned themselves or one another through their discourse and physical location in the classroom. Using video as an additional data collection method allowed me to be able to freeze interactions and to reexamine them repeatedly (Adler & Adler, 1994). I observed to see if the physical environment

influenced the allocation of space for each coteacher. Finally, I looked for themes that both overlapped and were distinct from the observational data.

Observing the actual instruction based on the previously recorded lesson planning was a way of cross-checking my data. In this way, the audio-recorded planning sessions served as a source of data for cross-checking my classroom observations. Mulhall (2003) mentions that researchers' reasoning for the use of observation "is to check whether what people say they do is the same as what they actually do" (p. 307). Qualitative observation allows observation to occur in the natural context of the participants' work. Adler and Adler (1994) note that observation allows the researcher to enter into the "complex scene where connections, correlations, and causes can be witnessed as they unfold" (p. 378). Observation was valuable to this study because it also took into account the influence of the physical environment and the location of the coteachers in the classroom during instruction.

Field Notes and Classroom Mapping

During the classroom observations and individual teacher interviews, I recorded as much detail as possible through detailed field notes. My goal was to enhance the replicability of the research for others (Adler & Adler, 1994). I was aware that what I considered important to write was affected by my professional and personal position and viewpoints. I was taking notes on the locations of the MT and ELT during the observation to mark who occupied the front of the room, or who had certain instructional spaces within the physical environment. I also realized that as I was taking notes, I may have been unconsciously analyzing events (Mulhall, 2003). In addition to taking notes, I diagramed the movement and positions of the MT and ELT on a predrawn map of the classroom. That said, as I wrote, I took notes and mapped around the following elements of interaction:

- structural and organizational features,
- people,
- the daily process of activities,
- special events,
- dialogue,
- chronologically occurring events, and
- reflective thoughts.

Observer Roles

My role as a teacher researcher during classroom observation of coteaching pairs was that of a *known observer*. I had an insider perspective, but I was not participating in the core activities of the classroom that denoted membership (Adler & Adler, 1994). I had to balance my involvement as a known observer with detachment with regard to my physical presence as an ELT and coteacher. Adler and Adler (1994) define the three membership roles of observers: (a) complete-member researcher, (b) active-member researcher, and (c) peripheral-member researcher. They add that researchers in the complete membership role are those who study scenes in which they are already members (p. 380). I was a general member of a group of ELTs and coteachers in a single school district; however, I was not a current member of their individual classrooms or coteacher dyads. I believe that as an observer it was important to be role conscious but at the same time not to be so over-aware so as to lose the introspection that one has because of his or her position as an ELT and coteacher (Gold, 1958).

In his seminal work, Gold (1958) describes four modes through which observers may gather data: *complete participant, participant-as-observer, observer-as-participant, and complete observer*. Each role or observer mode lends a distinct identity to the participants and to

their length or depth of interaction. In the attempt to better know and understand my role as an observer, I analyzed Gold's (1958) four roles and found myself between the participant-as-observer and observer-as-participant. My interaction with the participants was more than brief but more formal than informal. It was essential to the study for me to play my role effectively, as this type of observation and involvement had the opportunity to "mirror the same kind of social learning people engage in throughout life" (Gold, 1958, p. 223). Table 4 describes Gold's (1958) four types of observer roles.

Table 4

Observer Roles

Observer Role	Identity	Interaction
Complete participant	Unknown and pretended role	As natural as possible
Participant-as-observer	Known and mutually aware	Formal and informal
Observer-as-participant	Known	Brief and formal
Complete observer	Unknown	Outside and detached

Note. Adapted from "Roles in Sociological Field Observations," by R. L. Gold, 1958, *Social Forces (36)*3, 217–223. Copyright 1958.

Methods for Data Analysis and Synthesis

Through the collection of teacher interviews, audio recordings of coplanning sessions, classroom mappings, and video-recorded classroom observations documented in detailed field notes, I allowed the analysis of data to be shaped by emerging themes (Saldaña, 2013). I worked with the data by organizing them, breaking them into manageable units, coding them, synthesizing them, and looking for patterns that arose (Bogdan & Biklen, 1997). I made constant ongoing comparisons to the data on how they related to elements of positioning theory. I worked on the data from each coteaching pair separately in order to categorize the similarities and differences of themes that emerge. The steps I took to collect data and analyze them were as follows.

Steps for Data Analysis

1. Interview each teacher participant to gather such information as professional background, perceptions of positions and roles, responsibilities in the classroom, content knowledge, views on coteaching and coplanning, and physical positioning during instruction (30–45 minutes).
2. Transcribe and code audio recordings from interview sessions.
3. Audio-record coplanning sessions that apply to the scheduled week of classroom observation.
4. Transcribe and code audio recordings from coplanning sessions.
5. Observe and video-record coteacher dyads during their English Language Arts instruction (90-minute block).
6. Transcribe and code audio and visual recordings from classroom observations.
7. Review field notes for elements of positioning, perception of student need, and role negotiation.
8. Review classroom maps for elements of physical position and movement of the coteachers.
9. Synthesize data and look for patterns.

Data Analysis Tools

Next, in analyzing the collection of field notes from classroom observation and individual interviews, I read systematically though the pages of notes, diagrams, and memos to identify common threads. I then took several closer reads, beginning with *open coding* and following with a *focused coding*. During open coding, the field notes were read line by line, to identify themes or issues, whereas focused coding included a rereading that narrowed in on the topics of

specific interest (Emerson, Fretz, & Shaw, 2011). After that, I inserted *analytic memos,* which reflected personal connections, a note's relationship to research questions, emergent patterns, other possible links or overlaps, or connections to theory, in order to link the themes and categories I found during both focused and open coding (Saldaña, 2013). These memos were then integrated into the final analysis of my field notes.

Data Transcription and Coding

I began the process of transcribing the audio and visual data created from recorded coplanning sessions, interviews, and classroom observations. I coded the data and noted themes and patterns that emerged (Saldaña, 2013). In order to make the data accessible, I needed to look critically at the collection of words, sentences, and paragraphs; assign topics; and rank each by interest and importance (Bloomberg & Volpe, 2012).

By utilizing the methods of *eclectic coding* (Saldaña, 2013), which is similar to open coding (Glaser & Strauss, 1967), I followed a two-phase model of coding my transcribed data. I chose a combination of two or more *first-cycle* coding methods, such as narrative and descriptive coding, and allowed my analytic memos and *second-cycle* recoding to synthesize the codes into a cohesive scheme (Saldaña, 2013). This method allowed me to use my variety of data forms, such as interview transcripts, coplanning session transcripts, classroom maps, detailed field notes, and video from the classroom observations. I used the eclectic coding method with two or more first-cycle coding methods and second-cycle recoding to address my research questions and align the findings within positioning theory. See Table 5 for a summary of my methods for data analysis and synthesis.

Table 5

Methods of Data Analysis and Synthesis

Data Collection Methods	Data Analysis Methods	Research Question Addressed
Individual interview	Transcription and coding Review of ethnographic field notes Positioning theory application	1. How do MTs and ELTs negotiate their coteaching roles in the mainstream classroom? 2. How are academic content and language needs of ELLs perceived by each of the coteachers?
Audio recording of coplanning sessions	Transcription and coding Positioning theory application	2. How are academic content and language needs of ELLs perceived by each of the coteachers?
Classroom observations	Review of ethnographic field notes Positioning theory application	1. How do MTs and ELTs negotiate their coteaching roles in the mainstream classroom? 2. How are academic content and language needs of ELLs perceived by each of the coteachers?
Video of classroom instruction	Transcription and coding Interaction analysis application Positioning theory application	1. How do MTs and ELTs negotiate their coteaching roles in the mainstream classroom? 2. How are academic content and language needs of ELLs perceived by each of the coteachers?

Ethical Considerations

I have planned and organized this study to try to minimize risk during all phases. Davies and Dodd (2002) point out that ethics are connected to our approach to research, to our questions and responses, and to our reflections to the research as well. I have taken my own positionality into consideration as a *known researcher* and acknowledge my own location. I do not consider my study or data collection process to be an *invasion of privacy*, since I am not misrepresenting myself as a member (Adler & Adler, 1994). I believe that I conducted this study in a way that was visible to others and that held me accountable for ethical research. This study needed to be valid, reliable, and faithful in providing an account of the social world that I was observing in the cotaught classrooms (Davies & Dodd, 2002).

To that end, I obtained informed consent from building principals through signed site letters and from the four teacher participants through informed consent forms. I acknowledge that I was freely able to pass through the settings and was able to scope out people and customs informally prior to establishing myself in the role of researcher (Adler & Adler, 1994). I am disclosing that I do not hold a supervisory role and that I have a non-manipulative working relationship with all participants.

At initial contact, potential participants will be presented with a form containing several explanations:

1. This research is not an evaluation of the participants' instructional performance and will not be reported to administrators as such.
2. Names will not be used in study data analyses or reports.
3. Original data will remain in a secure, locked location or stored on a password-protected computer.
4. Participants may decline to answer any or all questions and may terminate their involvement at any time, if they choose. Participants and schools will be given pseudonyms that will be used only in the study results. This study meets the federal definition of *minimal risk.* See Appendices B, C, and D for IRB forms, site letters, and informed consent forms.

I chose to base the considerations I took to ensure the ethics of my study on Lincoln and Guba's (1985) *trustworthiness criteria*. These authors introduced a definition of "trustworthiness criteria" that included the following four areas concerning the validity of a qualitative study: First, *credibility,* which is related to internal validity, addresses the researcher's assurance that what is being reported reflects the respondents' actual views (Lincoln & Guba, 1985). I am

aware that I could have been confronted with situations or responses that I did not anticipate. I acknowledge and reflected on how these unexpected responses may have challenged my own ideas and thinking (Davies & Dodd, 2002). I made a conscious effort to maintain my credibility by employing various methods of data collection and by cross-checking claims with my research and allowing for participant member checking.

Member Checking also played an important role in the *credibility* of the study (Lincoln and Guba, 1985). After cross-checking the different sources of data, and coding for emergent themes, I offered a written report of the data and corresponding themes in Chapter 4 that I identified to the participants. I wanted the coteachers to be able to view the data and my interpretations so that they could confirm the credibility of the information and narrative account (Creswell and Miller, 2000). I did this to make sure that the themes made sense to them, and that they found my interpretations and narrative account to be accurate. This offer was followed by individual discussions with all participants.

The next item on Lincoln and Guba's (1985) list of trustworthiness criteria, *transferability,* refers to external validity and connects with the issue of generalization. Transferability is concerned with the researcher's responsibility for providing readers with enough information on the topic being studied so that they can establish similarities between the particular study and others, to which claims can then be transferred (Lincoln & Guba, 1985). I believe that this study focuses on a current and relevant topic to educators, administrators, and policy-makers in the K–12 domain and is situated within a population that is generalizable to many other school districts across the United States. I also observed two different sets of coteachers at two separate sites, to attempt to communicate a balanced perspective of ELT and MT coteacher interactions.

A third facet to Lincoln and Guba's (1985) "trustworthiness criteria" is *dependability*, which is parallel to reliability. The focus is on the researcher's responsibility to ensure that the process is logical, traceable, and documented (Lincoln & Guba, 1985). In order to maintain a dependable study, I designed and planned for data collection and kept track of all actions I took with regard to this endeavor. I used *peer debriefing* as a method to encourage dependability. I confided in a trusted and knowledgeable colleague not involved in the study and used her as a sounding board to check the dependability of the process of logistics and analysis in my study (Schwandt, 2007).

Finally, *confirmability,* which can be seen as parallel to objectivity, is concerned with ensuring that the data collected for the study and the interpretations of the researcher are discernable and not simply imagined (Lincoln & Guba, 1985). Researchers must provide evidence that shows that the data support their claims and findings. It was my responsibility to remain as objective as possible during all phases of the study and to approach the *familiarity* of the research sites and classroom situations with the *strangeness* of a peripheral observer (Emerson et al., 2011). By cross-checking the audio-recorded coplanning sessions against classroom observations, I was able to retain some objectivity in matching what was verbally agreed upon with what actually transpired during the lesson.

Limitations of the Study

This chapter offers an overview of the methodology and specific forms that I utilized to conduct a study of coteaching within the K–12 realm. My goal of this qualitative study was to gain a deeper understanding of how MTs and ELTs negotiate their roles and perceive ELL student needs in a cotaught K–4 classroom. However, it was integral to the integrity of the study that I addressed the possible limitations. One of these limitations was the *Hawthorne effect,*

where participants may change their behavior because they know they are being observed. Myers and Newman (2007) acknowledge that the interviewer is neither invisible to the participants nor a neutral entity. It is possible that the researcher's presence may be felt as an intrusion and potentially interfere with people's behavior. However, Mulhall (2003) suggests that "once the initial stages of entering the field are past, most professionals are too busy to maintain behavior that is radically different from normal" (p. 308).

Still, to minimize the Hawthorne effect, I conducted individual interviews, audio-recorded coplanning sessions, and also recorded classroom observations four times over the span of 12 weeks. This time period allowed the participants to adjust to my presence in the classroom as an observer of their coteaching practices. Another factor that might have lessened the Hawthorne effect was that I was a *known observer*. My presence in the classroom may not have been felt as awkwardly by the participants as would be that of a researcher with whom they were unfamiliar.

Another possible limitation to the study is the *observer-expectancy effect*, where the researcher's pre-conceived ideas or biases may be unintentionally received by the participants over the duration of the study. To lessen this effect, I chose not to use the method of structured observation because in creating a checklist of predetermined behaviors, I would not remain open to unexpected actions or issues that may arise. Mulhall (2003) claims that unstructured observation acknowledges the importance of context and the co-construction of knowledge between the researcher and participants.

There also is the danger of the observer over-identifying with the participants and losing a research perspective, which is often referred to as *going native*. Gold (1958) mentions that it is "beneficial to retain sufficient elements of 'the stranger' to avoid reaching intimate form" (p.

221). I needed to establish a field relationship with the participants by increasing observation and lessening participation. This approach enhanced the objectivity of the observation and research during my data collection period. Adler and Adler (1994) claim that detailed observation produces a result that is more structural and objective and less affected by the perspective of the researcher.

Further studies of coteacher role negotiation and perception of ELL student need could include a developmental, longitudinal study over the course of one or two school years to show chronological development of the coteaching relationship. At the same time, there is a need to study the evaluation or categorization of coteacher roles to create a framework for educators and administrators. Honigsfeld and Dove (2014) address the issue of what to look for during coteaching observation with a tool named "I-Tell" (Integrated Teaching for ELLs Observation Tool), which allows for collection of evidence but does not address the role negotiation that needs to occur before the lessons are taught. This further study, detailing an evaluation of coteaching roles, could give more clarity to this topic of uncertainty.

CHAPTER 4

DATA ANALYSIS

This study views the negotiation practices between two ELT-MT dyads in coteaching ELLs in kindergarten and first grade, at two different elementary schools within the same school district. The communication that occurs between the coteachers to reach agreement on an instructional path illuminates some unique and multiple overlapping themes between the pairs of participants. In Chapter 3, I outlined my methodology for data collection and the contexts in which I planned to observe and record the dyads. In this chapter, I look at how the results of those observations and recorded sessions are connected to the elements of positioning theory, as well as how they are connected to the broader contexts within their working-teaching environment.

The results of the study are organized according to dyad. I did this not to compare and contrast the dyads but, instead, to identify them as separate sites with unique and overlapping themes of negotiation and positioning in coteaching. I present the data from coplanning sessions and cotaught lessons in chronological order to show possible variation, changes, growth, or connections that may build on previous sessions (and lessons) over time. In each section, I present a consistent framework for analysis, including site description, teacher background, dyad dynamics with connections to individual interviews, emergent themes from individual interviews and coplanning sessions, classroom environment, classroom mapping, different coteaching delivery models chosen by the dyads, themes from each cotaught lesson, the content, and the coteacher dialogue itself. I also provide several figures and tables to display data and evidence supporting prominent themes. Throughout the chapter, I make connections to my research questions, to provide support for the themes that emerged.

Revisiting Positioning Theory in Context

The theory that guided my analysis of the data is Positioning Theory (Davies & Harré, 1990; Davies & Harré, 1999; Harré & Van Langenhove, 1999). I weave this work throughout the presentation of each dyad and research site as it supports and carries the theme and acts of positioning by the participants. Throughout the collection of data, I was guided by the tenet that the roles each coteacher fills, whether through choice or by being positioned, can be identified through the terms *pre-position*, *position*, and *reposition*. I thought about those three terms at all times during classroom observations and during my period of data analysis while reading, rereading, listening, viewing, and coding themes from transcripts, audio, and video of the coteacher participants. I saw firsthand that pre-positioning can be a positive or negative act that one does to oneself or another. I kept in mind that whenever a coteacher would position herself, it would always imply a counter-positioning of the other coteacher.

The dialogue shared through coteacher negotiation during coplanning sessions and cotaught lessons led to frequent positioning by the coteachers either to self or of each other. Davies and Harré (1999) note that *speakers* and *hearers* can negotiate positions through dialogue and that "position may emerge naturally out of conversation and social context" (p. 18). These positions were either placed deliberately, inadvertently, or presumptively during interaction or conversation (Harré, Moghaddam, Cairnie, Rothbart, & Sabat, 2009). The patterns of positioning during coplaning sessions and cotaught lessons varied depending on the model of coteaching they were choosing to follow, supporting that positions, unlike fixed roles, can and do change (Harré et al., 2009).

Dyad 1

Site Description: Cornerstone Elementary

Cornerstone Elementary is located within a semi-urban town in Pennsylvania. The courthouse rotunda is easily recognizable on the skyline, just above the power lines and angular office buildings surrounding it. Crisscrossing gridlines of brick rowhomes, traffic lights, potholes, and double-parked cars are typical. Families shuffling along the sidewalks toward their destinations contrast with single pedestrians connected to their phones looking down to hide their gaze.

Greenery extends from small trees rising from concrete beds to front porches lined with artificial turf. Lonely dandelions spring up from sidewalk cracks, and grasslike weeds find their way through the cracks in broken blacktop or congregate in the spaces between tightly packed houses. Sheets and blankets cover many neighborhood windows to keep out the cold, and corner stores boast Mexican flags and portraits of the Virgencita (Our Lady of Guadalupe). Grand historical buildings with ornate window moldings and old stone churches from another time sit within this mosaic of a town center. There are ever-present safety concerns, with scattered reports of early morning homicides, robberies, vandalism, and house fires presented on the local news and in social media.

Cornerstone Elementary is planted on a corner squarely in the center of the borough. Its playground is surrounded by a weathered chain-link fence and a cracked blacktop surface that provides running area for students at recess, as well as parking for staff. Inside the doors, there is a peace, or a pleasant homelike feeling, that comes from the friendly faces and colorful, welcoming atmosphere. The principal, Ms. Hernandez [pseudonym], is a Spanish-speaker who immigrated to the United States early in her adulthood. She is very focused on the performance

of the faculty and staff, and is dedicated to the school and students. Hernandez is known by the staff to arrive early in the morning—before the sun rises—and to be the last one to leave at night.

The daily schedule for each grade level is composed of 90- and 45-minute blocks. The language arts and mathematics blocks take up the two 90-minute blocks, whereas special subject areas such as music, physical education, library, and art are scheduled for the 45-minute blocks. Science and social studies alternate mid-year within the same 45-minute block. All the observations and data collected for this study were based on the language arts block, where the ELT and MT coteach the English language and reading as integrated skills. I am mentioning all of this before beginning the presentation of data because it is beneficial to note the school environment and the background of the staff involved in this study.

Description of Participants: Mrs. Nickel and Mrs. Lorde

Dyad 1 provided a look at an experienced set of coteachers with different, yet complementary, knowledge bases and skill sets. Mrs. Nickel and Mrs. Lorde [psuedonyms] coteach a first-grade classroom of ELLs at Cornerstone Elementary. At the time of this study, they were in their third year of coteaching first-grade ELLs together. Mrs. Nickel was in her 10th year of teaching ESL, but her 18th year as an educator. Mrs. Lorde was in her 14th year of teaching in the mainstream classroom as a mainstream teacher (MT) and in her tenth year as a first-grade teacher. See Table 6 for a summary of the coteacher participant background.

Mrs. Nickel had started coteaching ELLs in other classrooms a few years prior to partnering with Mrs. Lorde. She had been teaching third and fourth grades, supporting her students in various content areas, such as science and math, as well as coteaching with various mainstream teachers during the language arts block. Mrs. Lorde cotaught ELLs the year prior to pairing with Mrs. Nickel.

Mrs. Nickel holds a B.S. and three M.Ed. degrees as well as multiple certifications and endorsements in education. Her experience teaching and coaching reading instruction has given her a full understanding of early literacy practices, and she applied this background knowledge while studying for her ESL Program Specialist Certificate. She began coteaching when the need arose for Cornerstone to provide a growing number of ELLs with more instructional time in the content areas.

Mrs. Lorde takes pride in being a long-time classroom teacher to first-graders at Cornerstone Elementary. She has taught many different classes, with various learning differences and needs over her 14 years. Mrs. Lorde has a nurturing nature that carries into the classroom and brings a sense of peace and understanding to her surroundings. Much of her expertise and experience comes from hands-on learning and teaching. She is always willing to learn new ways to support her students, and she often adds creativity and fun to the classroom. She recently earned her M.Ed. in Technology, which has been helpful in teaching and planning since Cornerstone Elementary had received a grant from Apple that supplied teachers with MacBooks and students with iPads for classroom use.

Table 6

Dyad 1 Coteacher Participant Background

Name	Teaching Designation	Teaching Background	Qualifications Held
Mrs. Nickel	1st & 2nd Grade ESL	• Kindergarten GE: 3 years • Reading Specialist: 1 year • Reading Coach: 3 years • ESL Teacher: 10 Years • Coteaching: 5 years	• B.S. Early Childhood Education • M.Ed. with Reading Specialist Certification • Endorsement in Teacher Leadership and Instructional Coaching • M.S. in ESL with ESL Specialist • M.Ed. Educational Leadership with Principal Certification

Mrs. Lorde	1st Grade GE	• Substitute Teacher: 3 years • 1st Grade GE Teacher: 10 years • Coteaching: 4 years	• B.S. in Elementary Education • M.Ed. in Technology

Note. Mrs. Nickel and Mrs. Lorde, December 15, 2016, individual interviews.

Dyad Dynamics per Individual Interviews

In analyzing the data from the semistructured interviews, I was able to identify themes from the participants' responses that helped me to frame the way I presented the data in the following sections. What's more, the 10 open-ended interview questions and the participant responses were crucial building blocks to the organization of my data and analysis. My own experience with coteaching ELLs provided additional insight into the dyads and into the broader context of the environment. It also allowed me to identify unique and similar strategies, conflicts, and methods frequently employed by coteachers of ELLs.

Themes

I found the following themes when analyzing the interactions of the coteachers during their coplanning sessions and cotaught lessons.

Perception of need. "It's just whoever goes for it," Mrs. Nickel says about who decides to do something or to take a role during the cotaught lesson (December 15, 2016, individual interview). She explains that most of the time each coteacher steps in when and where she perceives a need.

"I'm seeing if students are getting the concept, working with struggling students one-on-one or in small groups. Um, other times, sometimes I'll take a small group of students and do a more in-depth…um, same topic, but they just need a little bit more background knowledge. Um, so there's not a time where one of us is not doing anything" (Mrs. Nickel, December 15, 2016, individual interview).

Mrs. Nickel also explains her role in the daily classroom routine: “I take a small group, um, and do small group reading every day, with some writing embedded, and my coteacher [Mrs. Lorde] does small-group writing instruction” (December 15, 2016, individual interview). Mrs. Nickel brings forth her expertise in reading instruction and perceives her role as coteacher to be addressing the needs of struggling ELL readers. Mrs. Lorde explains that they don’t always have time to formally plan before a cotaught lesson. She says, “Um, but we will sit down and, you know, just say, ‘Well, this is what we’re going to do. Which part do you want to take the lead, which part shall I take the lead’ and, you know, kind of figure out each of our roles as far as that goes” (Mrs. Lorde, December 15, 2016, individual interview).

“Um, I will walk around. I will, you know, observe what students are doing, help where needed,” explains Mrs. Lorde (December 15, 2016, individual interview). She then adds, “Um, if there’s maybe a behavior problem that we see at that time, maybe we sit with that student, but I’m always actively, you know, walking around and helping where I see it’s needed” (Mrs. Lorde, December 15, 2016, individual interview). Here, Mrs. Lorde acknowledges her role in classroom management, but also as a helper where she perceives student need.

Group membership/positioning. “There’s at least two of you to discuss that and see the same thing,” Mrs. Nickel says, describing her perception of benefit to the coteaching model (Mrs. Nickel, December 15, 2016, individual interview). Mrs. Lorde also reinforces her perception of the benefit of coteaching by explaining, “I really, really love having two of us here because there may be something where I’m struggling and saying, ‘I’m, I’m, I’m stuck and I see that they’re not getting it’ and then someone else just picks it right up” (Mrs. Lorde, December 15, 2016, individual interview). Mrs. Nickel and Mrs. Lorde share similar positive feelings and mention the benefit to having another teacher to participate in the instruction.

With regard to their shared or cotaught classroom, Mrs. Nickel relates her feeling by stating, “We, we don’t feel alone” (Mrs. Nickel, December 15, 2016, individual interview). She also reinforces her perception that their coteaching dyad is a unified group in that “Um, and, just, the students see both of us as teachers, come to both of us for everything” (Mrs. Nickel, December 15, 2016, individual interview). Mrs. Lorde explains her feelings of being a coteacher of ELLs by expressing, “I really feel like I found my position and what I’m supposed to be doing” (Mrs. Lorde, December 15, 2016).

Negotiation. “Do you mind if we switch and do this today?” Mrs. Nickel says, modeling a question as she would present it to Mrs. Lorde regarding a regular lesson (December 15, 2016, individual interview). She explains their negotiation during coplanning and instruction as more of a casual and needs-based type of discourse. “Every once in a while, we really hash out who will do what, specifically, but most of the time, it’s on the fly, and we both jump in wherever we feel we can help students have a better understanding of what we’re teaching” (Mrs. Nickel, December 15, 2016, individual interview). Mrs. Lorde also states that she might suggest “just a quick, hey, you know, tomorrow why don’t we follow up with this?” (December 15, 2016, individual interview).

Mrs. Nickel highlights the benefits of this type of negotiation with her coteacher, Mrs. Lorde, by noting, “You’re not left alone wondering, ‘Am I doing the right thing?’ Um, ‘How can I help this struggling student,’ or what not. You have somebody to bounce ideas off of, constantly” (Mrs. Nickel, December 15, 2016, individual interview). In addition to an increased sense of inclusion, or not being left alone to teach a class, Mrs. Nickel notes, “Um, there’s more shared responsibility with, you know, just even grading a—you know, assignments and assessments, hanging up bulletin boards” (December 15, 2016, individual interview). In this

way, she perceives her coteaching relationship with Mrs. Lorde as a partnership with open communication, shared knowledge, and shared responsibility.

Mrs. Lorde addresses how negotiation regarding instruction can take place by explaining: "I mean it just kind of depends on the flow and what either one of us is more comfortable doing" (Mrs. Lorde, December 15, 2016, individual interview). She touches on teacher roles and positioning by commenting, "So if it's a, a you know, a skill that I'm a little more comfortable with, then [Mrs. Nickel] will do the writing." Um, if it's something she is really comfortable with—I mean it's very fluid. It's never been a real issue, so . . ." (Mrs. Lorde, December 15, 2016, individual interview).

Ownership of content. At one point during the interview, Mrs. Nickel noted, "I think classroom teachers that are in a co-teaching model now have a better understanding of what ESL teachers do to help make our ELLs more proficient in learning the language but also in concepts in school" (December 15, 2016, individual interview). In this way, she describes how classroom teachers may be more aware of language learning strategies after seeing them used by the ELT during cotaught instruction. Inversely, she spoke about the academic or grade-level content areas explicitly, stating, "Um, I also feel I have a better knowledge of the content that we're teaching, even though I was a former content classroom teacher, and we don't feel alone" (Mrs. Nickel, December 15, 2016 individual interview).

"I mean, um, we're both in here delivering the content" (Mrs. Lorde, December 15, 2016, individual interview). Mrs. Lorde communicates that she feels that there is a shared responsibility for knowledge of academic content and language acquisition strategies, and states: "We're both responsible for student growth and student knowledge. So, you know, even when we're in our small groups when, whether we're in whole group, each of us needs to be

responsible for teaching them. So we need to know both the content and how to adapt it for the, for the English learner" (Mrs. Lorde, December 15, 2016).

Both coteachers describe a sense of shared and ethical responsibility for having a knowledge of language acquisition strategies and also for having a knowledge of grade-level content, to instruct the ELLs in their cotaught classroom.

Regarding instructional knowledge and perception of student need, Mrs. Nickel notes, "Since we've been doing this for several years, the classroom teacher has learned a lot about how we teach language through our literacy block and reading and writing, so we both pick up on those concepts that need to be taught" (December 15, 2016, individual interview). Mrs. Nickel recognizes reciprocal learning between herself and the MT with regard to content knowledge and language acquisition strategies. Mrs. Lorde, in turn, mentions her early experiences with coteaching and how she perceives the balance between content and language teaching by stating:

> And you know, in the beginning that's where I was really fortunate to have someone to show me the kind of differences because in some ways I think it's very similar but in other ways it is very different as far as just writing a, writing an objective or, you know a different way of delivery so that the language is the focus and the content is a little more secondary. Still important, both equally important, but I think we both have that responsibility as well. (Mrs. Lorde, December 15, 2016)

Power structures.

Building level. "This is a struggle because we don't have a set time to plan, and I co-teach with two grade levels and I don't have a coplanning time with either one," says Mrs. Nickel (Mrs. Nickel, December 15, 2016, individual interview). Coplanning time for the

coteachers is nonexistent in their daily schedule. Mrs. Lorde, in line with Mrs. Nickel, states "Yeah, I mean we are very limited here, unfortunately. Our coplanning time is not common. So, we really don't have a lot of time that is allotted by the school" (December 15, 2016, individual interview). To have a sit-down planning session, the dyad must meet before or after school. Institutional resources, such as coplanning time given to the coteachers, are lacking. Mrs. Nickel and Mrs. Lorde note that, therefore, much of their planning is done informally—on their own time instead of during a formal coplanning period offered by the school.

Classroom level. Within the classroom, Mrs. Nickel notes that "We have designated areas for small-group instruction" (December 15, 2016, individual interview). One of the areas is at a kidney-shaped table where the teacher has an assigned spot in front of the students. Another area is at a vacant student table, or somewhere on the floor. Mrs. Nickel also discloses that depending on the instructional model they use, "one of us may be in the front of the room, another one of us circulating the room making sure students are on task" (December 15, 2016, individual interview). Mrs. Lorde, in line with Mrs. Nickel, states, "We start where one of us is in the front of the room, and the other one is circulating, and that is actually quite often" (December 15, 2016, individual interview).

Coplanning Session 1

Throughout the approximately 4-minute-long coplanning session from the week of December 12, 2016, the coteacher negotiation flows with a back-and-forth pattern and remains mostly balanced. The teachers talk over one another and complete each other's sentences as if on the same wavelength. The academic content being planned for the upcoming lesson is on the *ing/ong* spelling pattern, with a grammatical focus on verbs. The coteachers discuss clipboard

assessment, an oral language activity, and consider roles by posing vague, open questions to each other regarding who will do what.

Themes. I found the following themes when analyzing the interactions of the coteachers during Coplanning Session 1.

Negotiation. Mrs. Lorde, the MT, begins the coplanning session by announcing the topic, then Mrs. Nickel, the ELT, affirms the subtopics. In the following dialogue, the MT asks the ELT for her preference:

Mrs. Lorde: "So, which would you rather do?"

Mrs. Nickel: "Well, I'll, I can check for the conventions of writing, because you were doing that yesterday." (December 12, 2016, coplanning session)

Mrs. Nickel makes her choice based on the subject Mrs. Lorde had covered during a previous lesson. In this way, she chooses her own role and creates a turn-taking instructional pattern while positioning Mrs. Lorde into the other role.

Mrs. Lorde continues to present questions to Mrs. Nickel in a vague or passive manner, almost as if she is trying not to position her. She uses phrases such as: "Do we want to . . . ," "I don't know if we want to . . . ," "Do we just kind of . . . ," "And do we want them . . . ." At one point she presents a question to Mrs. Nickel, and then immediately answers it herself:

Mrs. Lorde: "And then um, do we want to move into the verbs? We can start verbs." (December 12, 2016, coplanning session)

Mrs. Lorde mentions that she has found options for a song to reinforce the spelling patterns during the upcoming lesson. She asks Mrs. Nickel to choose one song or a few that she thinks are appropriate for the lesson. In this way, she is creating a division of work in the lesson planning that includes Mrs. Nickel's professional input.

Mrs. Lorde: "Um, I found a couple of really cute songs today. . . . I'll have to have you look at them, so you can see which one. I don't know if we want to use the same one, like we usually do with the spelling patterns, or a couple of different ones, because they're all cute." (December 12, 2016, coplanning session)

At one point in the coplanning session, Mrs. Lorde and Mrs. Nickel share similar ideas for an activity to physically engage the students in the grammar portion of the lesson. (Reference Table 7 below) They speak over each other in a seamless, complementary pattern that solidifies their joint decision on an activity.

Table 7

Coplanning Session 1: Dialogue Table

Mrs. Lorde	Mrs. Nickel
MT: "Do we just kind of do a circle or something and, or…"	ELT: "Or a line up? And they can talk, they can mention verbs and then act that verb out, we can have them think…"
MT: "You know what I'm thinking about…a swirl."	ELT: "Yeah, a swirl."

Note. December 12, 2016, coplanning session.

Mrs. Lorde then drives the coplanning forward toward the next possible activity, and negotiation takes place that involves Mrs. Nickel's language acquisition knowledge in the decision making:

Mrs. Lorde: "And do we want them writing or waiting for that? We can write next week."

Mrs. Nickel: "Maybe writing next week, and this way it's just starting with the oral."

Mrs. Nickel suggests that they hold off on the writing assignment until the following week, so that the ELLs can focus on the spoken, or oral, part of grammar before they are expected to transition the skill to writing. (December 12, 2016, coplanning session)

Positioning. Even though the coplanning session is rather balanced as far as individual teacher input, the mainstream teacher, Mrs. Lorde, initiates the planning, and introduces and drives the timing of the planning session, with her transitions. She takes on the position of

initiator and time keeper by using phrasing such as: “Moving into tomorrow, we’re going to,” “Okay, all right, so that will be our spelling pattern,” and “Okay. Awesome. And then after that, um, we’ll move into . . . .” Sometimes she is affirming the ideas as she shares with Mrs. Nickel, and other times she is suggesting or positioning Mrs. Nickel into a role, as follows:

Mrs. Lorde: “So if one of us goes to check for the spelling pattern, and one of us can check for the conventions of writing.”

Mrs. Lorde to Mrs. Nickel: “So, if you want to look at those and figure it out.”

Mrs. Lorde: “Right, so share with a partner. And then I guess we’ll each pick a side?”

Mrs. Lorde: “And then we can do our centers” (MT positioning ELT to previous role as small group facilitator).

Perception of student need. During the coplanning discussion, Mrs. Lorde comments on the decision to teach the spelling patterns *ing* and *ong*. Previously, she witnessed students making errors with spelling patterns, so she affirms that this is a current need for these students.

Mrs. Lorde: “I did see kids today who were not sticking with the spelling patterns, so that will be good.”

Mrs. Nickel, the ELT, perceives that the students need to see examples of each spelling pattern in context, so they can learn how to use them correctly. She also wants to show the students how to fix or correct the errors they have been making.

Mrs. Nickel: “And I think we can give some examples of each.” (Mrs. Lorde’s response: okay) “That way, we can see what’s correct, and then also discuss ones” (Mrs. Lorde: okay) “which we need to fix.”

Ownership of content and materials. Several times during the data collection, there were hints at ownership of academic content, English language acquisition knowledge, and sometimes

classroom space or materials. The mainstream teacher, Mrs. Lorde, almost always has domain over the Smart Board, which is the interactive whiteboard in the front of the classroom. This is possibly because her individual desktop computer contains the software to operate it, or because she feels more comfortable with technology, considering her current coursework in educational technology:

Mrs. Lorde: "I think we can have them put it up on the Smart Board, so everyone can see." (December 12, 2016, coplanning session)

Likewise, Mrs. Nickel inserts language strategies and knowledge intermittently into the dialogue and instruction. Here she brings the focus to the grammatical point of the lesson and divides the task into a manageable chunk for the first-graders to handle. She then follows the task with a physical activity as an ELL strategy to help with retention of the grammatical concept:

Mrs. Nickel: (initiating language learning strategy) "So, even if we are talking about it, when, as introducing naming verbs, make sure they each think of one (verb), so that way they can share with a partner."

Mrs. Lorde: "Right."

Mrs. Nickel: "And act them up." (December 12, 2016, coplanning session)

Overall, the coteachers share the classroom but have individual areas of expertise or comfort to which they gravitate. This can appear as positioning themselves or one another into roles that they have traditionally followed or in which they feel confident.

Cotaught Lesson 1

Cotaught Lesson 1 took place December 15, 2016. It was modeled on "One Group: One Teaches, One Assesses" (Dove & Honigsfeld, 2018).

Classroom environment. Mrs. Lorde leads instruction in the front of the classroom and gives directives for the entire lesson. While getting out the student iPads, she fumbles to organize her own materials. She grabs a clipboard from the side of her desk. Mrs. Nickel sees that her coteacher's actions seem scattered and walks over to the front of her desk to assist. She shows her which rubric they are using for that period by turning her own clipboard around for Mrs. Lorde to see. Mrs. Lorde clenches her teeth and mutters "procrastinator" to herself as she places the rubric under the clip.

Mrs. Lorde holds up a sound/picture card and addresses the class about the *ng* sound. She uses the word *mirror* as a strategy for the students to imitate, or "mirror back" the sound or word she has produced. The students say *mirror* in unison and then repeat the same sound. Mrs. Nickel repeats the "mirror" strategy with the students to guide them in their response. This continues throughout the lesson, with Mrs. Nickel taking part in the student response, repeating letter sounds and phrases. In this way, she positions herself with the ELLs in the classroom. She circulates around the student table groups with a clipboard to assess students writing on their iPads.

Mrs. Nickel deals with student behavior several times during Mrs. Lorde's instruction. Mrs. Nickel's comments are directed more at student behavior and handling of materials than are Mrs. Lorde's, which are more instructional. Mrs. Lorde also circulates around the front section of the classroom to assess the work of individual students in between leading instruction and assigning tasks. Both teachers sit, at times, with table groups that need more assistance with the task.

When using the model “One Group: One Teaches, One Assesses” (Dove & Honigsfeld, 2018), one teacher can tend to be in a leading position, whereas the other coteacher plays a secondary role, even while assessing individual students.

In the classroom diagram (Figure 2), Mrs. Lorde, the MT, is represented by the light blue circle labeled “MT,” and Mrs. Nickel, the ELT, is represented by the purple circles (labeled “ELT”). Their positions are also coded by a number that represents their movement throughout the classroom during the lesson, with 1 being the starting position and 8 being the ending position. Mrs. Lorde spends most of the lesson in the front of the room, and in the back, whereas Mrs. Nickel is present throughout the middle of the room while assessing and tending to student behavior.

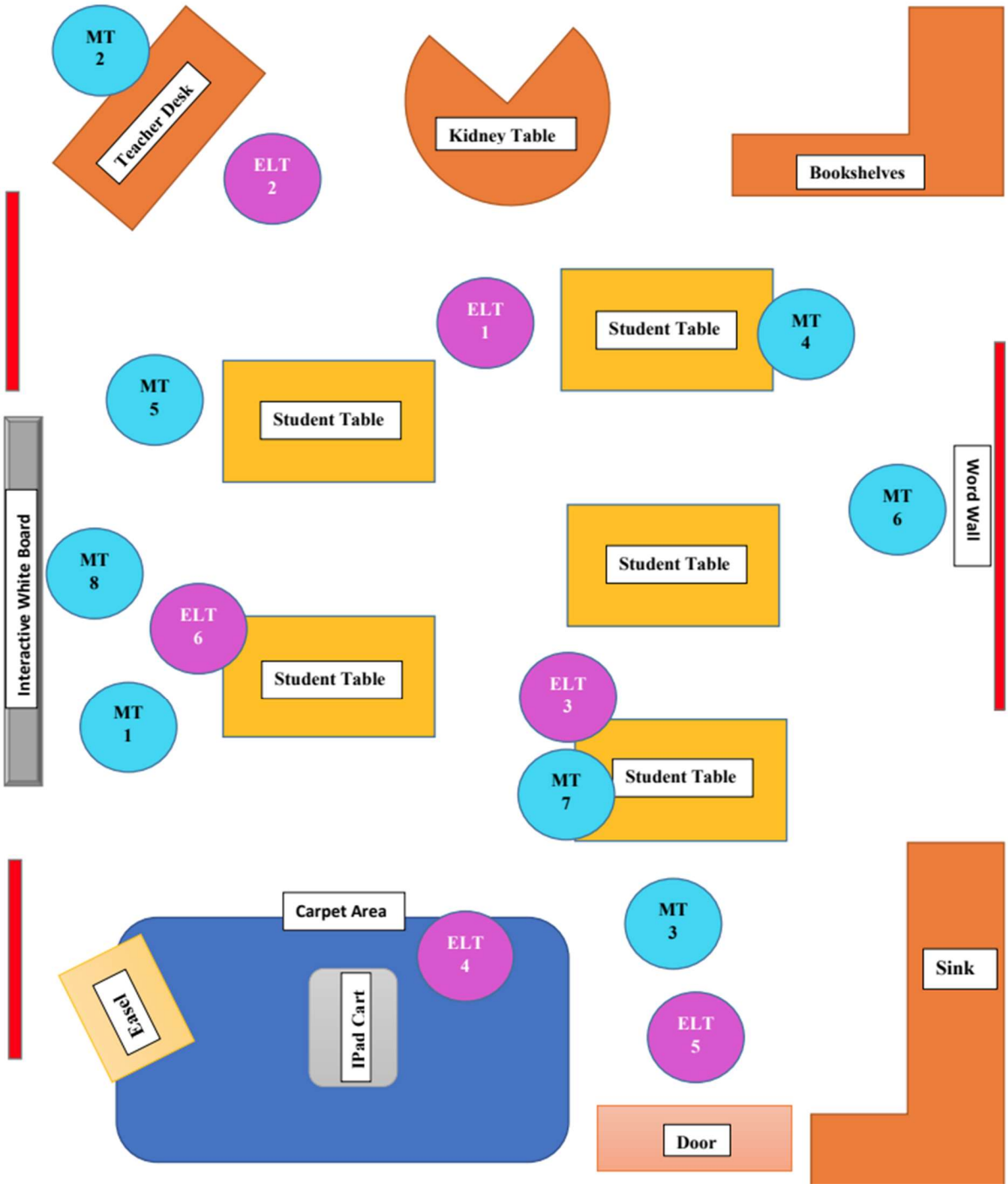

Figure 2. Classroom diagram and teacher mapping: Cornerstone layout lesson 1.

Themes. I found the following themes when analyzing the interactions of the coteachers during Cotaught Lesson 1.

Power structures. During this lesson, Mrs. Lorde leads the instruction and gives all instructional direction: "So, we have our vowel, we have our helper, right? Mirror. *i-n-g*" (with hand motions) "And when we hear that *-ing,* what three letters do we write? (Mrs. Lorde, December 15, 2016, classroom observation). The students and Mrs. Nickel respond. Mrs. Lorde then repeats the process with *ong*. Mrs. Nickel responds with the students again. Within this instructional routine, Mrs. Lorde is positioned as the lead instructor, whereas Mrs. Nickel is positioning herself with the students by modeling or participating in their choral response.

Ownership of content. "Okay. Are you ready to try some sentences using our spelling words for the week?" Mrs. Lorde asks (December 15, 2016, classroom observation). Mrs. Lorde initiates instruction in the front of the classroom, while Mrs. Nickel stands to the right side of the room, holding her student assessment checklist on a clipboard. Mrs. Lorde begins with "Let's review our 5-star writing . . . Capital letter . . . To start new sentences . . . Use finger spaces . . . Punctuation . . . To end sentences . . . Spell "word wall" words correctly." Mrs. Lorde leads the chant, pausing in between to allow the students to repeat each phrase with corresponding hand gestures as part of their daily writing routine. At the end of the chant, she continues with "Awesome! Can you get your iPads out and turn them on, please?" (December 15, 2016, classroom observation). As Mrs. Lorde leads instruction and gives a command to the students to access their iPads, Mrs. Nickel stands by a student table and monitors the room.

As the students begin writing sentences on the iPads with their focus—*ing* words—Mrs. Lorde notices that a student has left out a word. She addresses the class as a whole and instructs, "So you know what you can do? This is a carrot. You can use it to write the word that you missed right here." "Oh, I love what you're doing. Let's look at the sentence. Can we read it together?" (December 15, 2016, classroom observation). Here, Mrs. Lorde comments on what a

student is doing and makes an instructional recommendation for the class as she perceives the need.

Perception of student need. "It looks like everyone got that one. Awesome!" Mrs. Lorde speaks out loud, but to herself, while circulating to monitor student work (Mrs. Lorde, December 15, 2016, classroom observation). Because all students are using iPads, Mrs. Lorde can see across the room easily to informally assess if the students are able to complete the task. Mrs. Nickel is also circulating and monitoring. Mrs. Lorde mentions to her coteacher, "We have a lot of friends who are forgetting the capital letters!" Mrs. Nickel replies with, "I know, I noticed that, too. It made me sad" (Mrs. Lorde and Mrs. Nickel, December 15, 2016, classroom observation). Mrs. Lorde claps her hands and says, "Let's remember: 5-star writing, 5-star writing, 5-star writing every time!" Mrs. Lorde reminds the students to use the strategy she chanted with them at the beginning of the lesson to remind them to use punctuation and capital letters.

Group membership and positioning. Even though the MT, Mrs. Lorde, takes the lead position as instructor during the lesson, she addresses the students toward the end of their writing activity by saying, "We are not going to tell you to fix it. You're going to have to look at your checklist and you're going to have to fix it yourself. *Dun, dun, dun* [pronounced like the tune in a suspense movie] . . . Okay?" (Mrs. Lorde, December 15, 2016, classroom observation). Mrs. Lorde positions Mrs. Nickel with herself as the teachers of the classroom, which reaffirms their group membership. Mrs. Lorde then repositions herself as leader by bringing the distracted classroom back together as she uses a familiar verbal cue, "Class! Class!" to which they answer, "Yes! Yes!" (Mrs. Lorde, December 15, 2016, classroom observation).

Coplanning Session 2

During this approximately 4-minute long coplanning session for the week of January 9, 2017, the coteachers discuss the academic concepts *hibernation* and *migration*. They discuss the text features they need to teach, as well as strategies and ways to modify the nonfiction text for their ELLs. There is a back-and-forth motion to the discussion, where each coteacher gives her expertise and expresses her thoughts. Mrs. Lorde, the MT, initiates the planning period, but asks Mrs. Nickel about her preferred role for the upcoming lesson. The coteachers are at ease toward the end of the coplanning period and share laughter regarding something humorous that a student had said.

Themes. I found the following themes when analyzing the interactions of the coteachers during Coplanning Session 2.

Negotiation and perception of student need. Within this coplanning session, the coteachers negotiate their roles for the upcoming lesson and make decisions on how to present the nonfiction text, based on how they perceive the needs of their ELLs. At the start of the coplanning session, the MT, Mrs. Lorde, asks the ELT, Mrs. Nickel, which role she would prefer. Mrs. Nickel chooses to be the reader, which counter-positions Mrs. Lorde as the information recorder (Mrs. Lorde and Mrs. Nickel, January 9, 2017, coplanning session).

Mrs. Lorde: "So would you rather read or record information?"

Mrs. Nickel: "I can read to them."

Here, Mrs. Nickel chooses to read, which may reflect her comfort level and educational background as a reading specialist and reading coach. She knows how to present text to students as a whole-group lesson, while also calling attention to the text features.

In the following excerpt from the coplanning session (Table 8), the coteachers negotiate how they want to pace the lesson so the ELLs can understand the content of the book and the concepts of hibernation and migration (Mrs. Lorde and Mrs. Nickel, January 9, 2017, coplanning session).

Table 8

Coplanning Session 2: Dialogue Table

Mrs. Lorde	Mrs. Lorde & Mrs. Nickel	Mrs. Nickel
"Um, so I don't feel like, like what do you think? The whole book? I'm not thinking the whole book."	(laughter from both teachers)	"Yeah, I don't, it's a lot, and we have two days . . . we need to-. We planned out two days to do migration, so if we recap today and then do one of the activities, half tomorrow or . . . "
"Half tomorrow or . . . "		"Right, Monday."
"Monday. And then, I need this [book]. It's good. It has good photographs."		"Do you think after each heading?
"Maybe after . . . Maybe if we turned the page and say, 'Oh look, here's a new heading. Let's go back and review'."		"Yeah, I think that will work."
"Do we wanna skip that and just have them do it right in there? Right in Notes?		"I think we could do that right in Notes."
"Okay. And then, um, I think we definitely need a list of the animals. Because um . . . "		"Cause they'll have to choose that for their project."
"They'll have to choose that so, um today. Today was supposed to be where they draw a picture for animals that migrate."		

In this conversation, the coteachers perceive that the use of the entire book during one class period would be too much for their students. They negotiate to split the book over a 2-day period, and Mrs. Lorde notes that there are good photographs for the ELLs. During the latter part of the conversation, Mrs. Lorde uses "maybe" and "do you think" as ways of negotiating the

instruction with Mrs. Nickel. Mrs. Nickel adds that she "thinks" those ideas will work. Then Mrs. Lorde connects the planning to a current writing project and perceives that the students will need a list of animals to use. Mrs. Nickel affirms the reason for the list and agrees with the perception of need. Mrs. Lorde closes the discussion with affirming the schedule for the animal selection and announcing that the students will have to choose "today" (Mrs. Lorde and Mrs. Nickel, January 9, 2017, coplanning session).

Positioning. Mrs. Lorde initiates most of the questioning and negotiation during this coplanning session. She proposes situational role assignments with phrases such as "if you wanna?" and "maybe if we." Mrs. Nickel chooses her role and positions herself as the reader for the upcoming lesson. Here, Mrs. Lorde poses a suggestion for how Mrs. Nickel should read by saying "Okay, so if you wanna read where she stops. Geese. What are geese doing? Why do geese go south? Why doesn't my dog migrate . . . [laughter] Why don't they migrate? That might be a good spot" (Mrs. Lorde, January 9, 2017, coplanning session). Then again, Mrs. Lorde mentions to Mrs. Nickel, "And while you're reading, um, maybe after each heading? Do we wanna stop and kind of, I'll record the, if we wanna ask them, you know, what information?" (Mrs. Lorde, January 9, 2017, coplanning session). This exchange between Mrs. Lorde and Mrs. Nickel has elements of positioning, negotiation, and perception of student need.

Ownership of content. Mrs. Lorde seems to take ownership of the lesson and its content. She mentions to Mrs. Nickel what she has covered with the class prior to the planning session, and what her plans are for their upcoming lesson together. Mrs. Lorde elaborates, "We posted pictures online, we looked at—we looked back into our books and did all that. So, I figure we could review hibernation, and then move into migration. So, um, we have another nonfiction book." Mrs. Lorde also mentions her knowledge of the material that they are about to cover and

again suggests that Mrs. Nickel cover particular reading points by saying "Okay. So, I've looked at it; it's long . . . and you definitely will talk about the table of contents and the headings." Mrs. Lorde also suggests strategies that she perceives to be helpful for the ELLs to manage a long nonfiction text by modeling, "Like, I just kept saying, 'Oh look, I see another heading! What does that mean?'" (Mrs. Lorde, January 9, 2017, coplanning session).

Mrs. Nickel asserts her knowledge of language strategies by affirming, "Yeah, and I think breaking it up, too, will help them be able to focus on just those parts from . . . today." She also weighs in on the pacing of the lesson and adding a visual to help ELLs comprehend the content by adding, "And then by reviewing either tomorrow or Monday, picking up from where we left off. And if they have a map, that'll work. They can make the list from just what we see" (Mrs. Nickel, January 9, 2017, coplanning session).

Cotaught Lesson 2

Cotaught Lesson 2 took place January 12, 2017. It was modeled on "One Group: Two Teachers Teach Same Content." (Dove & Honigsfeld, 2018),

Classroom environment. The atmosphere in the classroom feels charged and less at ease than usual. The entire lesson takes place on a carpeted area where the students are seated around the coteachers. Mrs. Nickel sits on a chair, and Mrs. Lorde kneels on the carpet, to the right of Mrs. Nickel, in front of an easel. She reads from a large book propped up on the easel. When Mrs. Nickel exits the classroom, Mrs. Lorde moves to Position 2 (reference Figure 3) as she seats the students at their tables.

There are 3 older students present in the classroom that day because their regular teacher is absent, and there are no substitutes available. In addition, Mrs. Nickel tells me that she missed the last 2 days of instruction in their first-grade cotaught classroom because she had been pulled

by the principal to cover other classrooms without substitute teachers. Promptly at 1:00 p.m., after the 30-minute lesson, Mrs. Nickel tells me that, instead of breaking into two small groups as she and Mrs. Lorde had planned, she must return to the second grade to cover a class. Mrs. Lorde expresses her frustration with the institutional constraint on teacher staffing; she tells me she feels that without the support of both teachers, the lesson's meaning is weakened.

Figure 3. Classroom diagram and teacher mapping: Cornerstone layout lesson 2.

Themes. I found the following themes when analyzing the interactions of the coteachers during Cotaught Lesson 2.

Positioning and perception of student need. The model being used by the coteachers is "One Group: Two Teachers Teach Same Content" (Dove & Honigsfeld, 2018), with Mrs. Nickel as the reader and Mrs. Lorde as the notetaker. Mrs. Lorde takes notes for the class as discussed during the planning session and creates a list of animals for the students that both coteachers perceived as a need. Mrs. Lorde asks, "Did you hear the different animals that they said were migrating? Did anybody hear the animals that they said migrate? I'm going to make a list of our animals that migrate down here on our chart" (Mrs. Lorde, Classroom Observation, January 12, 2017). Both coteachers elicit responses from the students and model correct vocabulary, such as *geese* instead of *goose* and *wildebeest* instead of *deer.*

At one point early in the lesson, Mrs. Nickel compliments a student on using a reading strategy to figure out unknown vocabulary words. She continues to prompt the student for the word while giving 41 seconds of wait time for the response as an ESL strategy. Mrs. Lorde makes a baby rocking or cradling gesture to signify a baby animal when she perceives that the student needs more clarification. Eventually, Mrs. Nickel asks the student to choose a classmate to help her with the word, then Mrs. Nickel confirms, "They have their babies, right? That *big science word* is to mate. That's a big science word" (Mrs. Nickel and Mrs. Lorde, Classroom Observation, January 12, 2017).

Mrs. Lorde asks the class "Who remembers an animal that migrates because it needs to find food and water? A student responds, and Mrs. Nickel nods in agreement to what the student has said. Immediately, Mrs. Lorde begins shaking her head from side to side in disagreement and says to Mrs. Nickel, "He said *penguins*!" Mrs. Nickel then says, "Oh I thought he said

wildebeest! Sorry!" Mrs. Nickel positions herself with the student who gave the incorrect answer and apologizes to Mrs. Lorde for agreeing with a response that was not correct. Mrs. Lorde goes on in detail to explain why the answer is not *penguins* after correcting a student and her coteacher (Mrs. Lorde and Mrs. Nickel, January 12, 2017, classroom observation).

Negotiation. After this exchange between the coteachers and the student, Mrs. Lorde seems to attempt to make up for the abrupt reaction by speaking to Mrs. Nickel and the student in a conversational tone. "You know what, we've only read it once, so it is tough to remember, and I think maybe I'm going to change our chart a little bit so that the animals who do each one are right underneath here. Would that be helpful? Okay, that's what I'll do for you, okay?" (Mrs. Lorde, January 12, 2017, classroom observation).

During cotaught lessons, coteachers of ELLs often model patterns of discourse and engage in purposeful conversation about the content. Mrs. Nickel announces, "Look at all these animals that we've learned about so far, right? We have caribou, our geese . . . " At this point, Mrs. Lorde interjects and comments, "I forgot to add some!" (Mrs. Lorde and Mrs. Nickel, January 12, 2017, classroom observation).

Ownership of content. Mrs. Nickel uses a language learning strategy to build background and clarify an irregular vocabulary word while introducing the book. She says, "See these birds? The bird is a *goose*, but when we have more than one bird, we call them *geese***.** Why do geese fly south in the winter?" (Mrs. Nickel, January 12, 2017, classroom observation). She then goes on to cover grade-level content, such as text features like the table of contents, boldfaced words, and headings. While reading, Mrs. Nickel questions the students, "Does anybody know what these animals are? They're hard to see." All the students immediately huddle in toward Mrs. Nickel and the book. Some of the students are so close to her that they are touching her legs and lap.

Mrs. Nickel hastily says “All right, in your spots. In your spot. Careful” (Mrs. Nickel, January 12, 2017, classroom observation).

While Mrs. Lorde is questioning a student about adding a certain animal to the list, Mrs. Nickel steps in to assist an ELL who is struggling with an uncommon animal name by saying “That’s a hard one, Mrs. Lorde. The *fancy science word* for *reindeer* is *caribou*. Can you say that? *Caribou?*” (Mrs. Nickel, January 12, 2017, classroom observation). Mrs. Lorde also adds to the discussion of vocabulary words and text features when she whispers in an excited voice after Mrs. Nickel reads a sentence, “Wow! That’s a good word!” (Mrs. Lorde, January 12, 2017, classroom observation). Mrs. Nickel continues with the flow of their dialogue and notes about a boldfaced word, “That word is really dark. It’s darker than the other words. Do you think that word might be important?” (Mrs. Nickel, January 12, 2017, classroom observation).

Mrs. Lorde then makes a connection between the academic content and most of the student demographic in the classroom when reading about Monarch butterflies. “They leave us here in Pennsylvania and they fly all the way down to Mexico. Mexico’s very, very far; isn’t it?” (Mrs. Lorde, January 12, 2017, classroom observation). As Mrs. Nickel finishes reading selected pages of the lesson, Mrs. Lorde regains the lead position and closes the lesson, saying, “We learned some very important facts about migration. We learned three different reasons why animals migrate” (Mrs. Lorde, January 12, 2017, classroom observation). Both teachers use the same hand motions to illustrate the three reasons for animal migration. Mrs. Lorde continues, “Some animals migrate when it is cold [the teachers hug their chests with their hands and shiver]. Some animals migrate to find food [they put hands to mouth in an eating motion]. And, some animals migrate to have babies [they make baby cradling motion with their arms]” (Mrs. Lorde and Mrs. Nickel, January 12, 2017, classroom observation).

Coplanning Session 3

In this coplanning session for the week of January 16, 2017, Mrs. Lorde begins in a voice filled with tension: "Okay. So, I know you have limited time, because um you're being pulled to do the testing" (Mrs. Lorde, Coplanning Session, January 16, 2017). There is a hurried and breathless sense of catching up throughout the approximately 7-minute session. Mrs. Nickel has been out of the classroom doing long sessions of WIDA (World-class Instructional Design and Assessment, now defined by the mission statement: WIDA advances academic language development and academic achievement for children and youth who are culturally and linguistically diverse) language development testing and has not been able to see her students. Mrs. Lorde has been on her own and needs to catch up with Mrs. Nickel before their next lesson. Both teachers express and frustration with the intense WIDA testing schedule requested by the building principal.

During the coplanning session, it is mentioned that students have difficulty with the voice recording feature on the iPad because the students themselves have accents that the technology does not recognize. Both teachers tiptoe around naming the issue but recognize the reason; Mrs. Nickel assumed that the students had trouble with the content, but it was a technical issue with the dictation feature, instead.

Mrs. Nickel and Mrs. Lorde decide the content is a little bit too extensive, and they modify it, negotiating their plan as they go along. Mrs. Lorde suggests using a sentence stem, which is also an ESL strategy. Both position themselves to work with particular groups as well as the paraprofessional, who is not present. Mrs. Lorde takes over the task of training her.

Themes. I found the following themes when analyzing the interactions of the coteachers during Coplanning Session 3.

Positioning and perception of student need. Mrs. Lorde communicates that the students had difficulty with the assignment of writing about hibernation on their iPads using the voice dictation feature. Mrs. Nickel and Mrs. Lorde discuss the technical issue and the student issue that they perceive results from the different student accents. The students speak into the iPad, but the feature does not recognize their words, and it changes them to something different. The discussion unfolds as follows:

Mrs. Nickel: "Do we want them to all do voice dictation, or . . . ?"

Mrs. Lorde: "Well I was thinking no."

Mrs. Nickel: "Right, cause I . . . and, I know there's some with their speech . . . it changes."

Mrs. Lorde: "It's really hard. Yeah, because of . . . yeah."

Mrs. Nickel: "Yes."

Mrs. Lorde: "It does change it, and then that's a whole 'nother lesson on how to go back and . . . "

Mrs. Nickel: "Correct it."

The coteachers decide that it would be better for the students to write the sentences about hibernation without the voice dictation feature on the iPad. Instead, they will type the sentences on the iPad. They discuss writing with the students in small groups. Mrs. Nickel perceives that a limited number of sentences would be better, since she believes the students may have difficulty typing. "But, I think that's perfect. I think if we focus on those first two um, I think that would be plenty because I think that it will take them time to practice typing it out. " Mrs. Nickel also perceives that working with small groups will help the students. "Um, and sitting with, you know

specific kids that we know, will need help," she adds (Mrs. Nickel, January 16, 2017, coplanning session).

Negotiation and group membership. Although it has been noted that Mrs. Nickel has been absent from the classroom for an extended period, Mrs. Lorde still looks to her for input on the current content and instruction. She says, "So based on what I was going up against the other day, I was thinking of an idea, um I wanna see what you think. And, if you have any other ideas um?" (Mrs. Lorde, January 16, 2017, coplanning session). Mrs. Lorde is referring to the technical issue with the voice dictation feature on the student iPads. Mrs. Nickel and Mrs. Lorde continue the conversation to negotiate a better instructional plan for their students (reference Table 9 below).

Table 9

Coplanning Session 3: Dialogue Table 1

Mrs. Lorde	Mrs. Nickel
"So, what if we did something where, as a group instead of kind of having them do it individually, which was . . . "	"Too difficult?"
"I think the main goal. Yeah. Um, pulling back, and if we sit as a group and ask the question 'What is hibernation?' and we say it together?"	"Mm-hmm" (affirmative)
"I mean, I feel like we do that all the time."	"All the time. Yes."
"We have to think of a good spot to post that [animal word list]. Because right now I have it over by the window because it was just my group using it."	"Right."
"What if we take a picture of it [animal word list] and put it up on the Smart Board, too?"	"Absolutely. Yeah, I think that would work."
"Okay."	"Good. I'm excited. I miss them." (laughs)
"We miss you, too. And, do you want . . . Should we share some [student writing] out at the end, just each of us pick one?"	"Yeah, I think that would be good."

Mrs. Lorde again connects the use of technology with the interactive whiteboard, or Smart Board, as part of a suggestion to make the animal word list visible to the other small groups of students in the classroom during writing time. Mrs. Nickel, having been away from the classroom for some time, expresses her excitement to see the students again. Mrs. Lorde contributes that they miss Mrs. Nickel as well. This exchange shows the feeling of group membership the coteachers have for one another and for their students.

Ownership of content. Mrs. Lorde speaks to Mrs. Nickel about the academic content they are currently covering on the topic of hibernation. They discuss how to set up the slides on the iPads for their writing project. Mrs. Lorde suggests, "If we had that on the whiteboard, or whatever. Hibernation is . . . , and really talk to them about it. About using a complete sentence, but really showing them if we have 'What is hibernation?' We're going to use those words" (Mrs. Lorde, January 16, 2017, coplanning session). Mrs. Lorde is referring to the list of words that she plans to post on the Smart Board. She continues to outline her plans for the content, while Mrs. Nickel listens. She continues, "I think if we at least do, like, if we do, 'What is hibernation?' 'Why do animals hibernate?' I think those are our main questions." (Mrs. Lorde, January 16, 2017, coplanning session). Mrs. Lorde then adds, "And then, I was thinking about a sentence stem," which is a common strategy for ELs. Mrs. Nickel contributes to the plan, saying, "And, trying to stretch new words. And, at least they already have that stem, and then, as long as, you know, we're repeating it orally" (Mrs. Lorde and Mrs. Nickel, January 16, 2017, coplanning session).

Mrs. Lorde then adds, "Okay, so beforehand, I think we should review. Review again, just not read the book because we've already read it twice." Mrs. Nickel replies, "But just reviewing it." Mrs. Lorde answers, "We made the word list. No, review the heading, review what

hibernation is, review why they hibernate, go over our word splash [list of words]" (Mrs. Lorde and Mrs. Nickel, January 16, 2017, coplanning session). Here, Mrs. Lorde shows ownership of the content of the lesson, whereas Mrs. Nickel listens and tries to clarify or makes suggestions.

Power structures. Mrs. Lorde mentions that Mrs. Nickel has limited time for planning and instruction since she has been assigned to testing other ELLs in the building. Both teachers seem to be stressed by this schedule and Mrs. Nickel's absence from the classroom. Mrs. Lorde notes, "Um, this is difficult 'cause you haven't been in here as often." Mrs. Nickel acknowledges her frustration. "I know," she says. Mrs. Lorde continues, "So, I think this is something we've run up against um, a little too often. Um . . ." (Mrs. Lorde and Mrs. Nickel, January 16, 2017, coplanning session). Mrs. Lorde continues, saying that the students were not able to finish the section on their projects because of her being out of the classroom (Reference Table 10 below).

Table 10

Coplanning Session 3: Dialogue Table 2

Mrs. Lorde	Mrs. Nickel
"So, we were not able to get that part done. So, every student has their first slide in."	"Okay. I'm sorry, they have all of their pictures."
"Um, yeah. And, I mean based on the other day, I wish you were there. Um, I don't think we're going to get through all of it. "	"Today we just need to fill in the information. Okay."

Mrs. Lorde seems to be frustrated by Mrs. Nickel's recent absence from the classroom. However, note that this absence is not by the choice of Mrs. Nickel. Pennsylvania requires all ELs to take the WIDA ACCESS for ELLs 2.0 within a certain window of time. The building principal wants the testing to be completed for the entire school within a 2-week timespan. This particular school has a very high percentage of ELLs in grades 1 through 4 who must participate in the testing, and Mrs. Nickel must work with multiple grade levels. She comments that she is sorry that the students did not finish their assignment, but the fault does not lie on her shoulders.

Cotaught Lesson 3

Cotaught Lesson 3 took place January 19, 2017. It was modeled on "One Group: Two Teachers Teach Same Content; Two Groups: Two Teachers Teach Same Content/Alternative Information" (Dove & Hongisfeld, 2018).

Classroom environment. Within the classroom, there is a lively atmosphere. Students move around the classroom, on task. The coteachers lead an activity where they form two lines of students and have them teach each other to practice oral language. The green arrow on the Classroom Map (Figure 4) shows the location of the activity and the placement of the coteachers. The coteachers and the paraprofessional move up and down the lines to assist reluctant or struggling speakers. The whole group activity later transitions into small writing groups.

Students hover over their ELT, Mrs. Nickel, to see her iPad at a student table. This arrangement contrasts with that of the MT, Mrs. Lorde, who sits on a chair with the students sitting in front of her on the floor, while displaying her iPad as a traditional book. The paraprofessional observes and takes a passive role because she is new to the position and learning about how the classroom and coteachers work. Students in independent work stations converse in Spanish and English in a lively, but controlled volume. Learning is taking place and students are involved in their classroom. It is a living and breathing classroom environment, and I feel happy to be there.

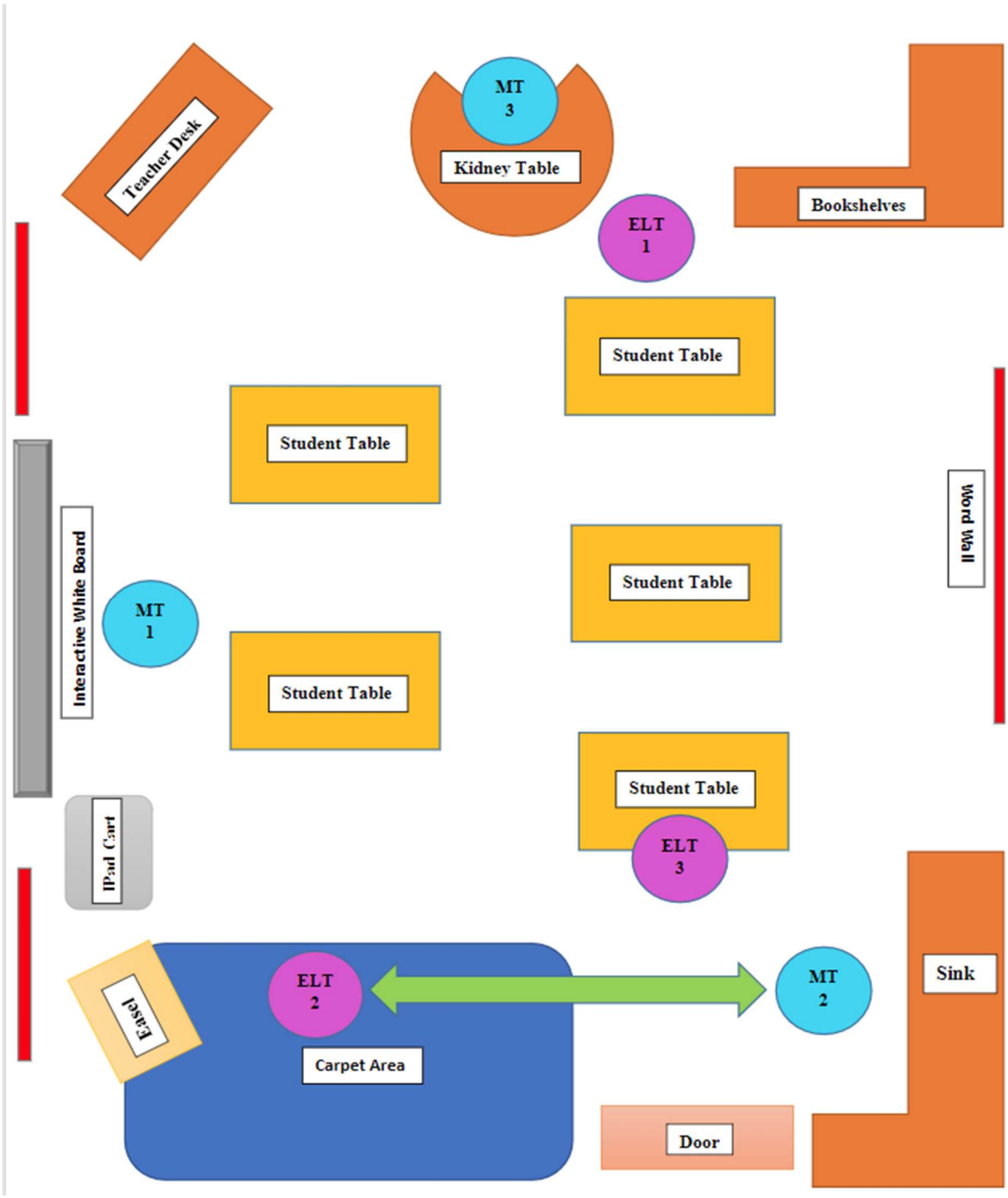

Figure 4. Classroom diagram and teacher mapping: Cornerstone layout lesson 3.

Themes. I found the following themes when analyzing the interactions of the coteachers during Cotaught Lesson 3.

Positioning and perception of student need. Mrs. Lorde dispatches the students to their preplanned writing groups, saying, "You three come with me. Go see [Mrs. Nickel]." Then Mrs. Lorde calls the paraprofessional over to where she is seated at the kidney table, to teach her how to work with small writing groups as per the coplanning session. "I wanted you to see what we were doing. So, if you could work with these two and help them stretch (words), then I'm going to work with these two" (Mrs. Lorde, January 19, 2017, classroom observation). She has the paraprofessional sit on the side of the table next to the students while she models how to help them stretch or sound out words. After a few minutes with the paraprofessional watching her, Mrs. Lorde asks, "Okay, can you help them finish?" Mrs. Lorde scans the classroom and perceives a group of students who need assistance with the iPads. "Friends, we have one group that is having a little bit of trouble. Can somebody help them?" (Mrs. Lorde, January 19, 2017, classroom observation).

Ownership of content and materials. Mrs. Lorde opens the lesson and addresses the class "Please make sure your eyes are on me. Make sure your ears are ready to listen for what you need to know. Make sure your brain is getting any answer ready, and you're getting your voice ready by whispering in your hands. "What is hibernation?" (Mrs. Lorde, January 19, 2017, classroom observation). She then gives a 12-second wait time to wait for a student to answer. She adds another prompt with "What's the big science word for when the animals go to sleep for the whole winter?" After Mrs. Lorde's introduction and questioning surrounding the academic content and vocabulary of the lesson, the students are led to an activity where they stand in a line across from a student partner and practice answering questions about hibernation. Mrs. Lorde

poses all the questions while students answer to each other. Both coteachers and the paraprofessional spread out up and down the line of students to assist. At the conclusion of the activity, the students write in their small groups.

A few minutes after the students get into their writing groups Mrs. Lorde motions to Mrs. Nickel to say, "I forgot to add our word splash up here so they can see the words." This is the word list of hibernating animals that Mrs. Lorde discussed transferring to the Smart Board during the coplanning session. A few minutes later Mrs. Lorde announces, "I just put our word splash up on our board, so we can use that." Mrs. Nickel says, "Perfect!" Mrs Nickel, who is working with her group of writers, tells a student, "Remember, it's our digraph. Wh-. Remember sweetie, like whistle. Perfect. . . . Look at [student] using her resources. She saw the word *animals.* On our noun list, where it says *animals.*" (Mrs Lorde and Mrs. Nickel, January 19, 2017, classroom observation). Mrs. Nickel mentioned the student's use of materials that Mrs. Lorde posted.

Coplanning Session 4

Mrs. Nickel takes more of a lead in planning, since Mrs. Lorde has recently begun a half-year sabbatical to continue her studies. Even though Mrs. Lorde is out on sabbatical, she plans to come in occasionally help out in the classroom. This coplanning session is brief and under two minutes long because of the time constraints of a shortened week for President's Day. They plan quickly with the idea that there will be a substitute teacher for Mrs. Lorde, but it turns out that the building principal decides to use her substitute in another classroom, leaving Mrs. Nickel in charge of the first-grade class. This brings the class's small writing groups, and choices of texts or biographies, down to two instead of three, since the class is short one of its teachers. Mrs. Lorde positions the role of her supposed substitute, herself a contributor for the lesson, and Mrs. Nickel during the coplanning period.

Themes. I found the following themes when analyzing the interactions of the coteachers during Coplanning Session 4.

Power structures. This coplanning session is different than the other three, in that Mrs. Nickel, the ELT, begins speaking first, to initiate the instructional plan. "All right, we're still working on our "Peace and Conflict" unit, and I was thinking that we could each take an expert group and read about another person" (Mrs. Nickel, February 21, 2017, coplanning session). She tells Mrs. Lorde where the class is in the sequence of the unit and then suggests the activity to cover the content.

Positioning and perception of student need. Mrs. Lorde notes, "Okay, and since we'll have three teachers in the class, since my sub will be here, we could break into three expert groups." The coteachers plan to read biographies about Dr. Martin Luther King, Jr., Malala Yousafzai, and Mahatma Gandhi. Mrs. Lorde positions the substitute to a particular biography, saying, "Okay, so then we'll have the sub read about Gandhi." Mrs. Nickel agrees to Mrs. Lorde's positioning, but comments on what she thinks would work with the timing and content (see Table 11).

Table 11

Coplanning Session 4: Dialogue Table

Mrs. Lorde	Mrs. Nickel
"So when my group is teaching, maybe you want to write the ideas down, so I can kind of prompt my group to give the answers, the facts they learned. And then the opposite if—"	"Perfect. That would be great."
"Do yours for your group, and then we can talk to the sub about doing, um, doing the same thing with her group. Um, do we want to do it all the same?"	"And I think, as we break into our groups, and then it—, we can see how time goes about sharing out—"
"Okay."	". . . and writing on the webs, because that may be a lot with three people. Um, but at least try to write down facts of one person."

Negotiation. During the coplanning session, Mrs. Lorde first positions herself to read a biography of her choice, then asks Mrs. Nickel which of the remaining two she wants to read, saying, "Okay. Um, I can take and do, um, the group and read about Martin Luther King, if you want. Um, who do you want to read about?" (Mrs. Lorde, February 21, 2017, coplanning session). Mrs. Nickel responds, "Um, I'll read about Malala" (Mrs. Nickel, February 21, 2017, coplanning session). Mrs. Lorde may have chosen to read a biography on Dr. Martin Luther King, Jr., that was familiar, whereas Mrs. Nickel chose to read a biography on Malala Yousafzai that was published more recently.

The coteachers also discussed what they wanted to do after the reading of the biographies, when the small groups rejoined as one whole group to report on their learning. Mrs. Nickel suggested, "And as we have the kids share their learning, we can write it on the webs. Um." Mrs. Lorde accepted the writing task but modified it with the use of technology, saying, "Okay. Maybe we can have a web up on the Smart Board" (Mrs. Lorde, February 21, 2017, coplanning session).

Ownership of content. Even though Mrs. Nickel began the coplanning session and has taken over the role of mainstream classroom teacher, Mrs. Lorde positions herself in her familiar role of leader. She says, "So, that'll be the three groups, and then we can have the kids, um, think about the facts they learned, maybe three facts for each person" (Mrs. Lorde, Coplanning Session, February 21, 2017). Mrs. Nickel answers with "That'd be great." Mrs. Lorde concludes the planning session with stating how the student groups will finish the lesson. She says, "And then they can teach the other groups about the people they learned about." (Mrs. Lorde, Coplanning Session, February 21, 2017).

Cotaught Lesson 4

Cotaught Lesson 4 took place February 23, 2017. It was modeled on "Two Groups: Two Teachers Teach Same Content/Alternative Information (readiness level)/Preteaches" (Dove & Honigsfeld, 2018).

Classroom environment. Despite the calendar, the day is spring-like. From outside the school, I can see that the classroom window is cracked open. A warm breeze hits my face during my walk from the parking lot to the front of the building. Remnants of salt crystals dot the cracked sidewalks and seem entirely out of place, given the weather. The reprieve from winter seems to lift the mood of everyone in classroom. Mrs. Lorde has recently left on sabbatical, and Mrs. Nickel is now the primary classroom teacher, as Mrs. Lorde's substitute has been assigned to a different classroom. There are several older students in the room from different grades because their class does not have a substitute teacher for the day.Mrs. Lorde is seated in a chair next to the kidney table. Meanwhile, Mrs. Nickel is sitting on the floor in the carpeted area of the classroom. (See Figure 5.)

The class is working on a biography and writing unit the school calls *Heart of a Hero* that is commonly done in February throughout all grade levels. The model the coteachers are using is "Two Groups: Two Teachers Teach Same Content/Alternative Information" (Dove & Honigsfeld, 2018). The groups are divided based on their level of language proficiency and need. Mrs. Nickel, sitting on the classroom carpet, continually addresses behavior. The carpet seems to be a difficult area for students to sit in for a long activity. They crowd her to look at the biography on her iPad. Mrs. Lorde sits on her chair and can show iPad like a book, creating a division of personal space. Meanwhile, the older students who are placed in the classroom for the

day cause an issue that disrupts Mrs. Nickel and the entire class. Mrs. Lorde does not get involved, as Mrs. Nickel has stepped into the role of MT.

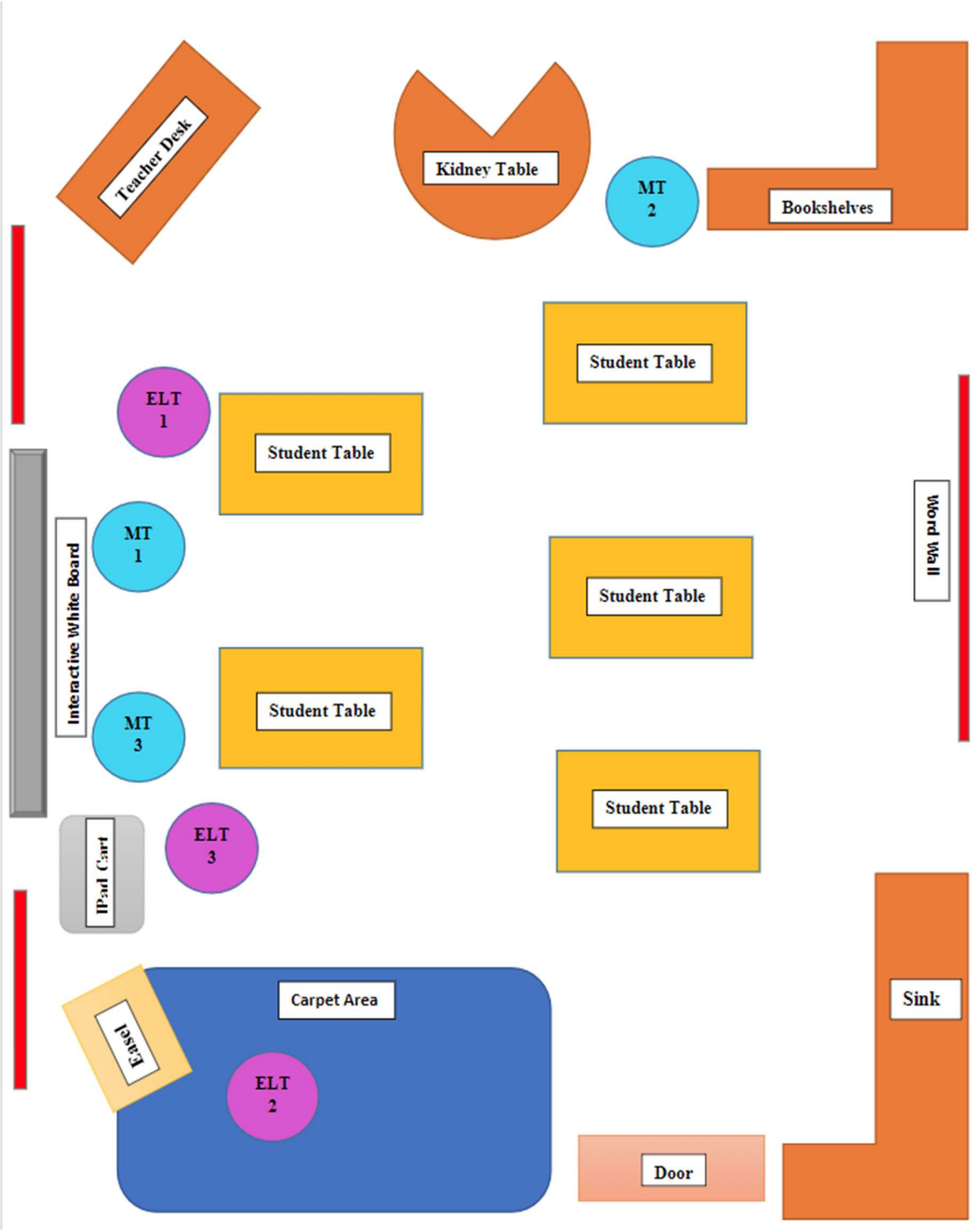

Figure 5. Classroom diagram and teacher mapping: Cornerstone layout lesson 4.

Themes. I found the following themes when analyzing coteacher interactions during Cotaught Lesson 4.

Positioning. Since Mrs. Lorde has been out of the classroom, the coteachers have not had the opportunity to discuss or plan as much as they would have previously before a lesson. There is some negotiation that takes place on the spot during instructional time. The coteachers discussed separating the class into three small groups during their coplanning session, but the situation has changed, and they will be working in two groups instead. Mrs. Nickel initiates the beginning of the biography activity with a physical gesture to Mrs. Lorde. Mrs. Lorde asks Mrs. Nickel to position her to a group, but Mrs. Nickel does not. Eventually, Mrs. Nickel positions herself and this counter-positions Mrs. Lorde to the opposite group. This exchange causes some uncertainty and nervous laughter between the coteachers (see Table 12, below).

Table 12

Cotaught Lesson 4: Dialogue Table 1

Mrs. Nickel	Mrs. Nickel & Mrs. Lorde	Mrs. Lorde
"So…"	[Looking at each other, Mrs. Nickel makes left and right outward-sweeping hand gesture to separate students into 2 groups]	"Hmm…mm" [affirmative] "Tell me where to go."
"It doesn't matter. I can go wherever."	[Both teachers pause and look at each other.]	[Laughs]
"I can go to the carpet."	[Counter-positions Mrs. Lorde to a table area.]	
"Okay [laughs]."		
"All right. Can I have . . . Are we ready?" [to the class]		

Note. Mrs. Nickel and Mrs. Lorde, February 23, 2017, classroom observation.

Perception of student need. Mrs. Lorde spends more time than usual building content background and trying to clarify possible unknown vocabulary for the students. This may be because she is unsure of what Mrs. Nickel has covered in her absence, or that she perceived the content of the biography to be new and difficult for them. Mrs. Lorde comments to her small

group, “Alright, so I need to get caught up a little bit. You guys are learning all about peace? What does that mean, *peace*?” (Mrs. Lorde, February 23, 2017, classroom observation). Once she receives a response from the students, she goes on to build background for another vocabulary word. “He was peaceful. And when you do something and you’re trying to encourage people to change what they’re doing it’s called a protest. He had peaceful protests. Right? Didn’t fight; they were peaceful” (Mrs. Lorde, February 23, 2017, classroom observation).

Mrs. Lorde also uses physical gestures and movements accompanied with verbal responses to help the students comprehend. “Separate means it’s not together. Put your hands together, now they’re separate, can you remember that?” (Mrs. Lorde, February 23, 2017, classroom observation). A student calls out a book title from a previous lesson, *Separate Is Never Equal,* relating to a story about the segregation of Mexican students in Texas (February 23, 2017, classroom observation). She also makes a physical connection to the word *equality* here: “So, Martin Luther King, Jr., wanted what’s called *equality*.” Mrs. Lorde makes an equal sign with her forearms in a horizontal position in front of her chest as a visual representation of the word.

Group membership. Throughout my data collection, the teacher participants make connections to time that I have spent teaching with them, including me in experiential references; casting me knowing looks, nods, stares; and engaging me in the occasional verbal exchange. During her interaction with the small group, Mrs. Lorde looks at me and giggles at a student response that she perceives to be humorous (Mrs. Lorde, February 23, 2017, classroom observation). I smile back and thus affirm my membership in the classroom I am observing, as well in the profession of elementary educator.

Mrs. Nickel references a book she read to the class and connects it to the biography on Malala Yousafzai. She says, “Just like our ‘Separate Is Never Equal,’ in that story, remember? The Mexican children wanted to go to school with everybody else. And now Malala, she’s a girl; she wants to be able to go to school with the boys” (Mrs. Nickel, February 23, 2017, classroom observation). She tries to make the concepts in a biography of a person outside of the students’ culture relevant to them. She then questions the small group about the languages they speak, to foster a connection to the biography as well. “How many languages do you speak, [student]? The student puts up two fingers, and Mrs. Nickel continues to go around the circle of students seated on the carpet with her. All students answer that they speak both Spanish and English. Mrs. Nickel then connects herself to the topic but reinforces the group membership between the students and Malala Yousafzai. “I only speak 1 language very well. English, right? Just one. . . . Guess what? Malala speaks 3 languages.” (Mrs. Nickel, February 23, 2017, classroom observation).

Ownership of content. The dynamics in the classroom are slightly different than usual because of Mrs. Lorde’s recent sabbatical. On two separate occasions, Mrs. Nickel and Mrs. Lorde are present in the front of the classroom, leading content instruction. Mrs. Lorde steps in and prepares her group to report on Dr. Martin Luther King, Jr. She says, “You’re gonna tell us a fact about Martin Luther King, Jr. Thinking? Hold on! I don’t think everyone’s ready” (Mrs. Lorde, February 23, 2017, classroom observation). Mrs. Nickel nods affirmatively. Both are standing at the front of the classroom at the Smart Board. Mrs. Nickel takes a turn writing on the board to record the information reported by Mrs. Lorde’s group. At one point, Mrs. Nickel questions Mrs. Lorde: “Is that something important we should write down?” she says, asking for her permission to add to the content on the Smart Board (Mrs. Nickel, February 23, 2017,

classroom observation). As Mrs. Lorde stands in the front of the classroom while Mrs. Nickel writes, Mrs. Lorde also inserts content instruction on the academic concepts of biography (reference Table 13).

Table 13

Cotaught Lesson 4: Dialogue Table 2

Mrs. Lorde	Mrs. Nickel
"This is a non-fiction book, so that means it's real facts about a real person. So we have, does everyone remember what we call this page? The table of . . . "	[Students respond]
"Yeah, the table of contents and they tell us all the information we're gonna learn. All right so we see a, what do we call that?	[Students respond]
"Good, it's a different color, it's a little bit bigger; it tells us what this section will be about."	

Mrs. Lorde continues to comment on the content of the lesson and instruction in general. She praises the students for their responses and connects it to an instructional strategy. She says, "I love that you guys are making these connections. When you're reading something there, you're thinking about another story you read, it really shows that you're understanding that you're reading. I like that" (Mrs. Lorde, February 23, 2017, classroom observation).

At one point, Mrs. Lorde is at the front of the classroom using the interactive whiteboard and notes a problem with some technology that she uses frequently. She calls out to Mrs. Nickel, who is next to a student table group. "There's something wrong with the Smart Board right here. Did you notice that?" Mrs. Nickel questions, "Hmm?" but then continues to work with a student, as older students enter the classroom (Mrs. Lorde and Mrs. Nickel, February 23, 2017, classroom observation).

Student interruption incident. While Mrs. Nickel is at the front of the room, instructing, several fourth-grade students come to pick up their three classmates, who are present in the

cotaught first-grade class for the day because of a lack of substitute teachers. Although the fourth-grade students remain in the first-grade classroom for most of the day, they still attend their regular lunch, recess, and special area schedule with their grade-level classmates. The confusion of this schedule means several students walk into the classroom in the middle of instruction several times within 7 minutes to pick up their classmates for their gym class. Mrs. Nickel attends to this situation entirely on her own, as she has taken over the primary mainstream teacher role. (See Table 14.) Mrs. Lorde acknowledges what is happening but does not confront the students. However, she takes over lead instruction when Mrs. Nickel steps into the hallway to reprimand the students for repeatedly interrupting the class (Classroom Observation, February 23, 2017).

Table 14

Cotaught Lesson 4: Dialogue Table 3

Mrs. Nickel	Other	Mrs. Lorde
	[Older students come to the classroom door, and Mrs. Nickel attends to them.] Students: "We're here for [list 3 students]." [00.05:29]	
"It's not time for gym class, but thank you. You don't have gym class until 2:50, ladies."		"[Student], good job buddy. Look at your spaces. Good!" [Works with student.]
	[Older students return to the classroom door.] [00.07:48]	
"No. It's not time yet. Yeah, it's nowhere near." [to Mrs. Lorde: "We have one whole hour left."]		
	[Another group of older students comes to the door.][00.12:35]	
"No thank you. What time do you have special, sweetie?"		[Mrs. Lorde makes a face like- "EEK!", and sucks teeth]

"You don't have special until 2:50! Many people have come in; you're interrupting." [She continues to reprimand students in the hallway.]	[Mrs. Lorde takes over.] "Okay [claps]. We this time are gonna talk about someone named Martin Luther King, Jr. That is a lot to write. What do you think of Martin?
[Mrs. Nickel rejoins Mrs. Lorde at the front of the classroom.]	Mrs. Lorde [to Mrs. Nickel] "Who's telling them to come here?"

Note. Mrs. Nickel and Mrs. Lorde, February 23, 2017, classroom observation.

Power structures. Within this different coteacher dynamic and classroom atmosphere, Mrs. Lorde and Mrs. Nickel seem to exchange roles throughout the lesson. At one point, Mrs. Lorde asks Mrs. Nickel what she would like the students to do with their classwork. "If they've already finished, can they put it away? (Mrs. Lorde, February 23, 2017, classroom observation). Mrs. Nickel also takes a lead in directing the class to their positions, while managing behavior. "So, could I have the green team on the carpet? And the blue team over here by the tape person? Red team on the carpet. Orange team over here. Yes, thank you, that's not how we sit on the carpet" (Mrs. Nickel, February 23, 2017, classroom observation). Mrs. Nickel even calls the class to attention using Mrs. Lorde's familiar routine of Mrs. Lorde's, by saying, "Class! Class!" Whereas, only some students respond, "Yes! Yes!" Mrs. Nickel then says, "Oh no. Friends, that was a signal." Mrs. Lorde plays more of a passive role than before her sabbatical, by standing by and simply nodding her head (February 23, 2017, classroom observation).

Mrs. Lorde defaults to Mrs. Nickel several other times during this cotaught lesson. In one instance, Mrs. Lorde is looking for an icon on the home screen of the Smart Board. Mrs. Nickel calls out, "It's under the Adobe . . . " Mrs. Lorde asks, "This one?" and Mrs. Nickel answers, "Yeah. We can just erase—we can just erase it, that's fine. They had enough time." Then, Mrs. Nickel says to the class, "All right, do you think we're ready? (Mrs. Lorde and Mrs. Nickel, February 23, 2017, classroom observation). This situation appeared to be very irregular, being

that Mrs. Lorde is usually the teacher who controls the use of Smart Board and related technology. When it is time to begin the whole-group activity after the small-group biography readings, Mrs. Lorde also asks, “Do you want to go first?” and Mrs. Nickel responds, “Yeah” (Mrs. Lorde and Mrs. Nickel, February 23, 2017, classroom observation). However, the dyad still acts together throughout the lesson, and in reprimanding a student about playing with a toy from home during instruction, Mrs. Lorde says, “It needs to be away. It needs to be away.” Mrs. Nickel adds, “We talked about that earlier. That shouldn’t come to school” (Mrs. Lorde and Mrs. Nickel, February 23, 2017, classroom observation).

Summary of Dyad 1

In this section, I presented the data analysis from Dyad 1 and the core themes and interpretations that help to inform my research questions. Mrs. Nickel and Mrs. Lorde are a pair of experienced coteachers who negotiate their roles with fluidity. Each coteacher makes attempts to not position the other into a role without asking for her approval. Mrs. Lorde tends to lead academic content instruction, but she also implements ESL strategies into instruction and planning because of her experience with coteaching ELLs. Mrs. Nickel is an ELT with knowledge, experience, and certification in the areas of academic content and language acquisition. The dyad shares similar perceptions on student need, and both anticipate challenging topics during coplanning sessions. Mrs. Nickel tends to position herself with her students, whereas Mrs. Lorde is positioned as leader. There is a role change by the last observation necessitated by Mrs. Lorde’s sabbatical leave, at which point Mrs. Nickel takes over both roles as MT *and* ELT.

Dyad 2

Site Description: Fieldstaff Elementary

Although built in 1994, Fieldstaff Elementary is the newest of the elementary buildings in the same semi-urban school district as Cornerstone Elementary. It is positioned next to the district's administration building, set back from the freshly paved road and across from a large park. Trees line the driveway, which leads up to a circular entrance for students. A large open field lies to the left, and to the right sits the administration building. The dark red brick of the school's exterior matches that of the building next door, as if to complement the view. Two playgrounds on the school property provide the students with colorful equipment for outdoor recess. The lots are lined with mulch to soften a tumble or fall. A small wooded area and bubbling creek line the back of the property.

Natural sunlight floods the lobby of Fieldstaff Elementary during the morning hours. It also filters in through the ample classroom windows and center atrium. The wide, white, and polished hallways show classroom doors that are mostly closed. Student work, uniformly presented, lines the hallways: Papers pinned to neat straight tack strips are attached to the wall evenly, at eye level. Scattered tables and matching chairs occupy hallway nooks, ready for small-group study, which occurs daily.

The student population is a mix of mostly Hispanic, but also African American, and a smattering of Caucasian children, in kindergarten through fourth grade. Students are bussed to this location from the more urban town center near Cornerstone Elementary. With a few exceptions, the students' homes are not within walking distance of their school, as many of the children who live near the school attend private schools. Fieldstaff Elementary also has four autistic support classrooms and receives many of the district's students with this diagnosis. The

general population of students at Fieldstaff learn and grow alongside several autistic peers and seem to be aware and accepting of the daily behaviors they witness.

The atmosphere inside the building is half-heartedly welcoming. The openness of the staff varies, and there is a missing sense of group cohesiveness. The principal, Mrs. Wren [pseudonym], is a veteran teacher in the district with an impressive and respectable background in early literacy practices. Her soft demeanor is not to be confused with her strength. She walks through the hallways and quietly observes. She has been working for the school district for many years and is close to retirement. Her office door is always open, and she makes herself available when needed.

The students' daily schedule includes a 90-minute language-arts block that is often split into 45-minute sections of reading and writing. In the kindergarten class I observe, the MT, Miss James (note that the coteachers' names are pseudonyms), starts every morning with a meeting, held on the large rainbow grid carpet, and leads into the reading block with a phonics chant. The ELT, Ms. Ramos, comes into the classroom daily for most of the 90 minutes to coteach the ELLs by integrating English language instruction with content reading and writing.

Description of Participants: Ms. Ramos and Miss James

In this section, I describe each coteacher by their educational background, strengths, personality, and unique characteristics. Ms. Ramos and Miss James coteach a kindergarten classroom of ELLs at Fieldstaff Elementary. At the time of this study, they are in their first year of coteaching together, but each has had prior coteaching experiences, with other instructors. Ms. Ramos is in her 14th year of teaching a combination of mainstream or general education (GE) and ESL. She taught pre-K children for three years before she became an elementary educator. Miss James is a fairly new teacher, in her third contract year of teaching at Fieldstaff; she spent

all three years as a coteacher of ELLs. Prior to getting her contract at Fieldstaff, Miss James was a mainstream substitute teacher in the building for one year.

Ms. Ramos began coteaching ELLs in a first-grade classroom the year before she began working with Miss James. Before that, for five years prior, she had been supporting small groups of students through pull-out ESL classes. She developed a close coteaching relationship with the other first-grade mainstream coteacher, and she also continues to coteach first grade with her in the afternoons. So, Ms. Ramos has held the position of contracted ELT for the past seven years.

Much of Ms. Ramos's experience comes from the time she spent teaching in New York. She taught pre-K children in the Greenwich Village section of New York City, then taught seven years of mainstream education to many ELLs within the New York City school system. When Ms. Ramos moved to Pennsylvania, she did not have her ESL Program Specialist Certificate and spent some time teaching pre-K in a small city close to her home. She is a bilingual Spanish and English speaker who emigrated from the Dominican Republic as a young child. Ms. Ramos holds a B.A. and M.Ed. in Elementary and Early Childhood Education, with an ESL Program Specialist. Ms. Ramos has a strong presence and is selective about the staff members with whom she communicates on a personal level.

Miss James has been teaching at Fieldstaff Elementary for three years as a mainstream coteacher of ELLs. She was a substitute teacher for the entire building the year before she got a contract with the district. Her first-year class was a second-grade classroom of developing-level ELLs who, per Mrs. Wren, the principal, needed "to be pushed." Miss James is an ambitious, flexible, and caring MT. She wanted to learn more about instructing ELLs, so she went for her ESL Program Specialist Certificate the summer after her first year of teaching. She has recently earned her M.Ed. in Special Education (see Table 15, below).

Table 15

Dyad 2 Coteacher Participant Background

Name	Teaching Designation	Teaching Background	Qualifications Held
Ms. Ramos	Kindergarten & First Grade ESL	• Pre-K Teacher: 3 years • Elementary GE: 7 years • ESL Teacher: 7 years • Coteaching: 2 years	• B.A. English Language Arts/Elementary Education • M.Ed. Early Childhood Education • ESL Specialist
Miss James	Kindergarten GE	• Substitute Teacher: 1 year • Second Grade: 1 year • Kindergarten: 2 years • Coteaching: 3 years	• B.S. Elementary Education K–6 • ESL Specialist • M.Ed. in Special Education

Dyad Dynamics per Individual Interviews

This study examines how negotiation between elementary ELL coteachers is connected to teacher roles as well as to their acts of positioning, feelings of group membership, perceptions of student need, and constructs of content or strategy ownership. In analyzing the data from the semistructured interviews, I was able to identify themes from their responses that helped me to frame the way I present the data in this section. Individual interview questions and themes from participant responses framed my data. My own experience as a coteacher of ELLs provides my insight into the broader context within which these teachers are working. These themes also allow me to identify unique and similar strategies, conflicts, actions, and methods used by the coteachers in this study.

Themes

I found the following themes when analyzing the interactions of the coteachers during their coplanning sessions and cotaught lessons.

Positioning. Ms. Ramos describes how she positions her mainstream coteacher as needing experience, yet liking to lead all parts of the lesson:

> "Miss James likes to deliver the mini lessons, and the whole group lessons. Um, so then I'll let her do that, because she, she likes doing it, and um . . . and I feel that she's a new teacher, so let her do it, let her get, um, let her get the experience." (Ms. Ramos, December 15, 2016, individual interview)

Ms. Ramos rationalizes that she allows Miss James to teach the entire lesson so she can acquire teaching experience. She describes Miss James as wanting to position herself in a leading role and to be in charge of instruction. She continues,

> Um, Miss James, you know, she likes, you know, she likes to be in charge of her class. She likes to um, so her class meetings, and so with her, um . . . And she's really good at it too. So with her, you know, um, I give her, her space because I noticed that she likes, you know, to do the class meetings herself. To do the writing mini lesson on her own. (Ms. Ramos, December 15, 2016, individual interview)

Ms. Ramos comments that Miss James is good at what she does, so she allows Miss James the room to do as she chooses with the class. Ms. Ramos perceives that Miss James likes to do things on her own, so she positions herself to support her. She describes her own position in the classroom as one of monitoring what Miss James is doing, and, based on her perception of what the students need, stepping in periodically. She says, "Um, when she's instructing, it depends; you do what you feel that you need to do. If you need to step in and support her, so that you could model something together, then you do it" (Ms. Ramos, December 15, 2016, individual interview).

Miss James describes her position in the cotaught classroom similarly. She adds that Ms. Ramos's role is to integrate language skills into the content of the lesson. "Um, I tend to take a lot more of the, the content and try to figure out a way to make it kindergarten level and have them understand it and [Ms. Ramos] will intertwine language skills and things of that nature" (Miss James, December 15, 2016, individual interview).

Miss James speaks explicitly about Ms. Ramos's position in the classroom as a supporter, as having the role of assisting with language-related clarification for ELLs. She says, "A lot of times, um, if I'm stumbling with how to explain something, [Ms. Ramos] can pick up the pace and kind of grab the concepts and reword it in a way so that they can better comprehend the concept or skill" (Miss James, December 15, 2016, individual interview). These excerpts from the individual interviews are in line with each other's perception of position and role in this particular classroom.

Several times during the individual interview, Ms. Ramos referenced another MT with whom she coteaches in response to general questions about coteaching with Miss James. When asked how she would describe a typical lesson in a cotaught ESL class, she responds, "It depends on who's your coteacher. That makes a big difference, because, um a typical lesson with Miss James and with [another coteacher] is not the same" (Ms. Ramos, December 15, 2016, individual interview).

Ms. Ramos again mentions how her situation with the other coteacher is very different when it comes to deciding on who is going to deliver what content or support certain concepts. "Um, so with her, and with [the other coteacher] it's different. [The other coteacher] tells me, 'You're the ESL teacher, and you're in charge.' So she just lets me do whatever I want to" (Ms. Ramos, December 15, 2016, individual interview).

Negotiation. Miss James describes the coteaching relationship and responsibilities: "Well, it tends to be a give and take" (Miss James, December 15, 2016, individual interview). Miss James also reports that during cotaught lessons, the coteachers may have a back-and-forth dynamic. She explains that this verbal communication during a lesson in their kindergarten class can model English conversation for the ELLs: "Sometimes we jump in on each other. So, if she's teaching something and I have something to say, we make it a conversation, and they can see how we communicate with each other, and that's important, especially here" (Miss James, December 15, 2016, individual interview). Miss James references how negotiation with Ms. Ramos during cotaught lessons can be a model for learning English communication patterns.

Ms. Ramos describes negotiation during a coplanning session with Miss James: "So, I feel like we just sit together and we talk about, besides the obvious resources, we brainstorm a lot about what else we can bring in. I'll tell her, 'I have this,' and she'll say, 'I'll have that.' And then we just bring it together" (Miss James, December 15, 2016, individual interview). Ms. Ramos explains that by communicating about the curriculum, each coteacher can contribute different things to enhance the lesson.

Group membership: Spanish speakers. Ms. Ramos's position as a Spanish-speaker includes her within a separate group than would be an ELT who cannot communicate in the ELL's home language. Even though Ms. Ramos's country of origin differs from the majority of the students, it also connects her to the Hispanic group, even though most of the ELLs at Fieldstaff Elementary are of Mexican heritage. Again, she describes how the other coteacher has her use Spanish in their cotaught classroom:

> And then with [the other coteacher], you know, it's different because she says, you know, 'You do it, because you're bilingual, and when they're trying to share, you know, the

> language of the day, and sometimes they get stuck, at least you can get them the word, and then translate it to English.' So with [the other coteacher] she lets me do that. (Ms. Ramos, December 15, 2016, individual interview)

Ms. Ramos continues to compare the other coteacher, including her personality and their cotaught classroom, to that of Miss James, to position the two, and her own coteaching relationship with each of them, as being different. Ms. Ramos contributes that the other coteacher communicates with Ms. Ramos about using Spanish to help their ELLs. She says, "She's [the other coteacher's] like, 'I'm not bilingual. Sometimes they get stuck on a word. I can't help them; you can.' So it depends on who you're working with" (Ms. Ramos, December 15, 2016, individual interview). Ms. Ramos may prefer the bilingual role that she has in her other cotaught classroom and shows this by referencing the experience with her other coteacher.

On the other hand, Miss James reports the benefit to having a Spanish-speaker like Ms. Ramos in the cotaught classroom. She describes Ms. Ramos's bilingualism as part of what allows their kindergarten ELLs to develop oral language, or to receive clarification about a topic because most of their young students are just beginning to learn English during this first year of elementary school. She explains,

> The more oral language, um, practice that they have, the better, and that tends to be where she comes in because she can, most of our learners are beginners, so having someone who can speak in their home language is definitely beneficial, just for clarification issues, or in a way to make them comprehend, because I think that learning in English or Spanish, especially at this age, is very important. (Miss James, December 15, 2016, individual interview)

Group membership: General. Ms. Ramos also reports that she feels comfortable in each coteacher's classroom because she knows their routines. There is nothing unexpected, and from coteaching in their classrooms, she feels like she belongs there. She says,

> I can, you know, go into, uh Miss James' room, or I can go into [the other coteacher's] room, and I can just . . . I know what, I know what's . . . I know what we're doing, and I know their routine. So it doesn't matter what time I, I walk in, I know what's happening and I feel like I'm part of their room now. I'm part of their culture. (Ms. Ramos, December 15, 2016, individual interview)

Miss James connects me to the group membership of coteachers and to herself as well, saying, "I started in [Fieldstaff] second grade, coteaching with you. Um, and ESL, um, in a sheltered in-place classroom. Uh, we had 21 students and it went very well" (Miss James, December 15, 2016, individual interview). This inclusion of me into the group that I am studying allows an overall natural sense of belonging for the interviews and observations.

Perception of student need. Ms. Ramos describes the teaching experience she obtained in another Pennsylvania town, as a pre-K teacher of ELLs, before she had her ESL Program Specialist Certificate. She did not have the training for teaching ELLs yet, so she connected to her background as a Spanish-speaker. She says, "So, I was teaching them according to what made sense to me, being that when I was a child I was an ELL. So, I tried teaching them the way that I thought I would learn when I was their age" (Ms. Ramos, December 15, 2016, individual interview). Ms. Ramos perceived their needs to be what her needs were as a Spanish-speaking child learning English. Ms. Ramos also perceives that the ELLs are able to have their learning needs met better during small-group instruction. "I feel like the mini lessons, and the small

groups, that's where you focus on their needs." She continues the perception by adding, "That's where you work with where they are" (Ms. Ramos, December 15, 2016, individual interview).

Ms. Ramos mentions what she might do when she perceives student need while Miss James is instructing: "If she's doing it on her own, you could just, you know, make sure that the kids are listening, and the kids you know might not understand, you could just pull them, and just like maybe have a little side conversation, and just make sure that they all get it" (Ms. Ramos, December 15, 2016, individual interview). Ms. Ramos perceives that having a side conversation, or receiving clarification in Spanish, is what the students need to understand the content.

Miss James explains that sometimes when student need is perceived during instruction, the coteachers have to deviate from the lesson plan to meet the needs of the ELLs. "You have to plan, clearly, but a lot of the time you go off base and you have to adapt to the specific language or academic needs in the moment and kind of go off what your specific plan was" (Miss James, December 15, 2016, individual interview).

Miss James also perceives that sometimes the textbook curriculum may not meet the needs of their students. "We have a curriculum, and we tend to go by the unit schedule, and if we have to tweak things here or there to meet our students' needs, we have to do that." Miss James includes Ms. Ramos in these perceptions by saying "we." She elaborates on why they may have to adapt the lesson based on their perception by saying, "It's just that sometimes the pace is too fast or a concept might be out of reach, and we try to figure out a way to make it understandable" (Miss James, December 15, 2016, individual interview).

Shared responsibility. As for shared responsibility, Ms. Ramos explains, "We also, um, you know, share a lot, a lot of the duties. Like at the end of one unit, like she'll order the test; the other time I'll do it." The unit tests for the curriculum are downloaded from the online access site

and sent to the school district's graphic center for printing. Ms. Ramos describes that as far as the responsibility for content knowledge and instruction is concerned, "I say that it's both, because if it's, you know, within the classroom, I mean, we're both there. And then we should both be responsible" (Ms. Ramos, December 15, 2016, individual interview). However, when asked about who should be responsible for the language instruction, she answers, only, "Hmmm…" as if she is undecided (Ms. Ramos, December 15, 2016, individual interview).

Regarding the coteaching model and relationship, Miss James comments, "Well it's definitely something to get used to if you are used to having your own classroom or you're not used to sharing responsibility" (Miss James, December 15, 2016, individual interview). She also notes,

> I mean, I would say it's more the classroom teacher for content [responsibility for content instruction], but it is a shared responsibility. The entire process is shared. I can't say that I take more responsibility. Sometimes it just seems to be, especially because the language needs in my classroom are so great, that I would take more of the content responsibility and the ELT would take the language, but it is a shared responsibility. (Miss James, December 15, 2016, individual interview)

Miss James continues, "At first glance, you would say that the ESL teacher (has responsibility for language instruction), but again I'll say that varies. I have my ESL cert as well and I am aware of the needs and the, and ways to teach them. So I do that" (Miss James, December 15, 2016, individual interview). Miss James states that the responsibility is shared between herself and the ELT, Ms. Ramos, but often refers to what she does alone and notes that she also has her ESL Specialist Certification. Lack of common planning time may contribute to Miss James taking ownership of the content and instruction, as she notes, "Well, we meet once a week in the

morning for about 20 minutes, when we want to, sometimes less, sometimes a little more, depending on our schedules, 'cause our preps do not match" (Miss James, December 15, 2016, individual interview).

Ownership of content. Throughout the individual interviews for this dyad, there are underlying notes of control or ownership of content by the MT, Miss James. She even explains, "Um, I tend to take a lot more of the, the content and try to figure out a way to make it kindergarten level and have them understand it" (Miss James, December 15, 2016, individual interview). When describing her role versus Ms. Ramos's, she says the following, "Um, other topics I'll take hold of and will teach, and she can take a backseat, or they listen to us have a conversation and discuss certain topics" (Miss James, December 15, 2016, individual interview). Miss James also explains that the ELLs in the cotaught classroom are placed depending on their language proficiency score and notes that it is *her* classroom. "So, depending on their score on the W-APT, they are in my room" (Miss James, December 15, 2016, individual interview).

Coplanning Session 1

Miss James leads this planning session by introducing the aspects of English language arts content she plans to cover, such as writing, phonics, and vocabulary, followed by the student activities she plans to do for each area. This particular coplanning session about farm animals covers the coteachers' planning for the week and lasts approximately 13 minutes. During the discussion, Ms. Ramos is more of a secondary voice to Miss James and offers 75 affirmative utterances during the length of the session; these include "Mm-hmm," "Okay," and "Yeah." Ms. Ramos's contributions to the discussion center on the use of Spanish and her perception of the Spanish-speaking (ELL) kindergartener's needs. Miss James includes many ideas or strategies

for ELLs, as well as her perception of their needs. She positions Ms. Ramos on several occasions regarding roles and her use of Spanish to assist ELLs with lower language-proficiency levels.

Themes. I found the following themes when analyzing the interactions of the coteachers during Coplanning Session 1.

Positioning. Miss James begins the coplanning session by announcing their current location in the curriculum. She says, "So we're planning for the week of December 12th. Um, on Monday, it's Unit 3, Part 1, Day 2." Ms. Ramos acknowledges with an "Okay" (Miss James & Ms. Ramos, Coplanning Session 1, December 15, 2016). During the session, Miss James positions Ms. Ramos by suggesting that she take a specific group of students when it is time for small-group writing instruction. Ms. Ramos agrees to the positioning and contributes several affirmative utterances (Miss James and Ms. Ramos, December 15, 2016, coplanning session). The conversation goes like this:

Miss James: "If you want to take, like, your intervention group with that . . ."

Ms. Ramos: "Mm-hmm."

Miss James "That would be great, 'cause I know you are one-on-one with . . ."

Ms. Ramos: "Yeah."

Miss James: "The kids with the lower language proficiencies and things like that."

Ms. Ramos: "Yeah, that'll be great."

Miss James: "That—our beginners. Yes."

Ms. Ramos: "Mm-hmm."

Miss James: "Alright, so hopefully this all goes well."

Ms. Ramos: "Okay."

Perception of student need. The kindergarten class is learning about farm animals, and Miss James shares her perception of their confusion between ducks and geese. "And they can just identify where they live, and which animals are which, and definitely use the manipulatives for that one, I thi—I know *duck* and *goose* were tough" (Miss James, December 15, 2016, coplanning session). Ms. Ramos agrees with Miss James's perception. She says, "Mm-hmm" and then suggests, "If we keep reminding them that the goose has the longer neck . . ." Miss James jumps in with, "Yes. I know—they keep confusing the goose and the duck." Again, Ms. Ramos agrees with an "Mm-hmm" as Miss James continues to clarify her perception, "It's very challenging, but I feel like they'll pick up on it." Ms. Ramos agrees with a "Yeah" (Miss James and Ms. Ramos, December 15, 2016, coplanning session 1).

Miss James suggests a way to review vocabulary words using video. She perceives that the students need to see a visual representation of the animal vocabulary that they are covering. She believes the students may not have the rural background knowledge of farm animal names or know what they actually look like. In the following exchange (Miss James and Ms. Ramos, December 15, 2016, coplanning session 1), Ms. Ramos seems to agree with this perception:

> Miss James: "They can see a review of the key words again with the videos, like we were doing on Friday."
>
> Ms. Ramos: "Mm-hmm."
>
> Miss James: "So they get to see the animals."
>
> Ms. Ramos: "The live animals."
>
> Miss James: "The live animals on the farm and how they interact with each other and what they look like, just in case they're not familiar with [farm animals]."

While addressing the phonics portion of the planning, Miss James perceives that there may be certain *ap*-pattern words that would be more familiar to the students. "Um, so like *map, nap,* and *lap.* I feel like [they] are the three that they'd probably identify with the most" (Miss James, December 15, 2016, coplanning session 1).

When planning to teach the farm animal vocabulary, the coteachers also touch on the grammatical aspect of adding color words or adjectives before the noun (the farm animal). Ms. Ramos perceives that this will be an ongoing process for the students to learn because the adjective is not usually placed before the noun in Spanish. Miss James contributes the language acquisition strategies of repeating and reusing the same words in different activities (see Table 16). Ms. Ramos agrees to Miss James's perceptions and strategies (Miss James and Ms. Ramos, December 15, 2016, coplanning session 1).

Table 16

Coplanning Session 1: Dialogue Table 1

Miss James	Ms. Ramos
"At least we know that we need to expect that."	"It's gonna be a process for them."
"Yeah, we'll just have to keep reiterating it over and over again."	"Mm-hmm."
"Repeating."	"The more they use a word, like, the more they can internalize it."
"Exactly."	"'Cause when you just use a word and then move on to a different word, they will just forget."
"Yeah." [laughs]	"So the more you repeat it, it's better. Like, I even like to repeat words, the same sentence frame, even for a week if I have to."
"Especially because the—the color and objects."	"Mm-hmm."
"The pattern is so new to them, that it would be beneficial, I think, to . . ."	"Yeah. Cause it's—it's everything. It's like, they'll practice writing the same word, they'll practice using it in a sentence, and they'll practice, you know, saying it. So, I think that's a good idea."

Group membership: Spanish speakers. While the coteachers are discussing the perceived issue of teaching noun and adjective placement, Ms. Ramos includes herself, stating that even she likes to repeat new words over and over to learn the phrasing or pattern (see Table 16). Miss James explains that the students will be able to practice this word pattern: "And, you know, identify each word as they read it and practice their oral language, reading their sentence to peers. Um, and also because most of our students speak Spanish**,** to get into the language frame of the color coming before the word" (Miss James, December 15, 2016, coplanning session 1). Ms. Ramos comments, "That's gonna be hard because, um, just because of the way that we say it in Spanish, so . . . at least we know that we need to expect that" (Ms. Ramos, December 15, 2016, coplanning session 1). Ms. Ramos makes use of the word *we* as she claims the same membership as the students to a Spanish-speaking group. In the dialogue below (see Table 17), Miss James suggests video as a strategy for teaching the farm animal vocabulary to the students. Ms. Ramos contributes a suggestion for a particular video and song, popular with Spanish-speakers (Miss James and Ms. Ramos, December 15, 2016, coplanning session 1).

Table 17

Coplanning Session 1: Dialogue Table 2

Miss James	Ms. Ramos
"We could show the videos again to, um, just to instill it again. And then . . . "	"Maybe we could try that video that I told you about, uh *Pollito Pio.*"
"Oh yeah, they love that, right?"	"Yeah, they love it. It's a very popular song, um, and it's like I told you before, um, in Spanish, the songs and when we talk about animals and the sounds that they make, we say different sounds."
"Yeah." [laughs]	"Because um, for rooster, you know in English we say, 'Cock-a-doodle-do!' But somehow in Spanish we hear, 'kikirri ki ki ki'." [laughs]
[Laughs.]	"So by letting them hear that song, you know, we're acknowledging that they might say different sounds."
"Right."	"And it's okay."

"Oh, absolutely."	"Because that's what they're used to."
"Yeah. Um . . . "	"Um, for a dog, we say 'woof woof'; they say 'guao guao'—something like that . . . "
"Oh really?"	"Or like 'wow-wow'—I forget, I forget. But um, but uh, the cat is 'meow-meow' in Spanish and English . . . "
"Okay, that's good."	"But um, but even the goat and the sheep, I think that we've mixed them . . ."
[Laughs.]	"In Spanish."
"Yeah."	"They are very similar, anyway."

Throughout this exchange, Ms. Ramos continues to use the word *we* to align herself with the students as a Spanish-speaker. She explains the differences between Spanish and English for animal sounds to Miss James and prepares her for what the students might say. She even affirms the sound difference in Spanish to being *okay* to validate the culture of the language. At one point, Ms. Ramos uses *we* with regard to what is said in English to represent a dog's bark, thus aligning herself as a member of both language groups (Ms. Ramos, December 15, 2016, coplanning session 1).

Negotiation. During the coplanning session, the coteachers communicate with each other to reach agreement on the instruction, or to add to one another's ideas. Miss James is discussing the repetition of farm-animal vocabulary, and Ms. Ramos suggests, "And we could use the manipulatives and just keep repeating it." Miss James agrees, "Absolutely." And the coteachers continue a fluid exchange of negotiation about combining word repetition with use of cardboard animal cutout manipulatives (Miss James and Ms. Ramos, December 15, 2016, coplanning session 1). Their conversation is as follows:

Ms. Ramos: "Over and over again."

Miss James: "And keep showing them where to find each . . ."

Ms. Ramos: “Say it together as a whole group and, then, when it’s their turn, they’ll pick an animal.”

Miss James: “Yeah, and they have to share, obviously.”

Ms. Ramos: “Mm-hmm.”

Miss James initiates an idea for grouping students by building up her reasoning for differentiation. “So, because of the different language proficiencies, I was thinking . . . ” (Miss James, December 15, 2016, coplanning session 1). In a fluid pattern of negotiation, Ms. Ramos picks up on that reasoning and continues by positioning herself as the Spanish-speaker, to enact the differentiation: “That I need to, um, go back and forth between Spanish and English.” This exchange between Miss James and Ms. Ramos has evidence of negotiation, perception of student need, and positioning by both coteachers (reference Table 18).

Table 18

Coplanning Session 1: Dialogue Table 3

Miss James	Ms. Ramos
“So, because of the different language proficiencies, I was thinking we could split them up into two groups.”	“Mm-hmm.”
“And those students with a higher English-language proficiency could be with me, and we can discuss it, but I feel like the ‘why’ part, they’re gonna need . . .“	“Yeah.”
“. . . their home language and just to . . . “	“That I need to, um, go back and forth between Spanish and English.”
“Absolutely, just so they can comprehend exactly . . .”	“Mm-hmm.”
“Why they like, or how to say why they like a certain animal.”	“Mm-hmm.”
“And to understand the correlations, I guess, between the languages.”	“Yeah.”

Negotiation of an activity and materials. In this exchange, Ms. Ramos suggests an additional activity to help the students learn story sequence. Miss James is responsive to the idea,

and the coteachers negotiate a plan for implementing the activity. Although Ms. Ramos initiates the use of the activity, she admits that she may not be able to find her materials. Miss James says they can make new materials if Ms. Ramos cannot find the originals (see Table 19) (Miss James and Ms. Ramos, December 15, 2016, coplanning session 1).

Table 19

Coplanning Session 1: Dialogue Table 4

Ms. Ramos	Miss James
"You know, um, I have story cards in my room where, um, we have picture cards with random things happening, like, it could be, like the mommy and me, you know, doing something in the kitchen. So maybe we could use those cards as well."	
	"Oh, that'd be great."
"Maybe even during centers, so that they could—so that we could tell them a little story."	
	"Yeah."
"And then use the cards to say, you know, what happened first, what happened next, and what happened last. And then we could tell them the story, then have them tell us, so what happened first?"	
	"That would be great. Especially with the different proficiencies . . ."
"Mm-hmm."	
	"And, especially with the proficiencies, academic and language in the room just to be able to differentiate between, and like adhere to their needs . . . "
"Yeah."	
	"In small group, that would be so perfect."
"Yeah. So, I'm gonna bring them because I know I have them in my room somewhere."	
	"Perfect" [laughs].
"Hopefully I can find them."	
	"Yeah, well I mean, if not, we can find something similar . . ."
"Absolutely."	
	"On the computer, or we can make them ourselves."

Ownership of content. Throughout this coplanning session, Miss James takes ownership of the curriculum schedule and content areas, including writing, phonics, grammar, vocabulary, and high-frequency words. Because of Miss James's education and certification in ESL strategies, she frequently includes her opinion on issues of planning language development. Ms. Ramos is frequently in the position where she is left to simply affirm Miss James's choices.

Occasionally, Ms. Ramos offers insight as to where Spanish is applicable or acknowledgment of the ELLs' abilities.

Ownership of writing instruction. Here, Miss James initiates a writing activity using the high-frequency word *I*. She then connects the high-frequency word to the class's current unit on farm animals to integrate the vocabulary. She announces the plan and grouping while Ms. Ramos affirms agreement with "Mm-hmm" or "Yeah." Immediately following Ms. Ramos's approval, Miss James continues with the plan for the following day (Miss James and Ms. Ramos, December 15, 2016, coplanning session 1). The conversation took place as follows:

> Miss James: "Um, I was thinking, because we just introduced *I* on Friday, we could write, 'I see the___' and then the students [would] identify an animal and write it."
>
> Ms. Ramos: "Mm-hmm."
>
> Miss James: "Whole-group, um, and then individually in our small groups, as well.
>
> Ms. Ramos: "Yeah."
>
> Miss James: "Um, so we'll do that for writing. We'll have the same writing process; everyone will have their groups."
>
> Ms. Ramos: "Mm-hmm."
>
> Miss James: "Um, so our big question is, 'What are animals like?' And I think the language of the day for Monday is 'What animals live on a farm?'"

Ownership of language, learning strategies. In addition to Miss James's ownership and knowledge of classroom content, she also has experience with language acquisition strategies and appropriate activities for young ELLs. In this excerpt, she suggests that they connect the content vocabulary and concept to a game where students can use the Total Physical Response method (TPR), a common strategy for beginning ELLs. Ms. Ramos affirms her coteacher's plans

again (Miss James and Ms. Ramos, December 15, 2016, coplanning session). The exchange goes like this:

> Miss James: "So since we are learning about farmers, I feel like we can play a game called "What does the farmer do?" [laughs]
>
> Ms. Ramos: "Mm-hmm."
>
> Miss James: "And we can all pantomime and pretend to be the farmer and just practice the actions and have them repeat the words as we do them."
>
> Ms. Ramos: "Yeah, that sounds good."

Ownership of high-frequency word instruction. Miss James knows the curriculum schedule and announces the high-frequency word that will be taught during the following week. Miss James also includes her plan to use classroom technology (a SmartBoard), with a digital document that she already made (with a Smart Notebook). In addition, she mentions the practice masters that are part of the curriculum. During this exchange, Ms. Ramos breaks the pattern of simply responding in affirmations to Miss James' plans with her own evidence on student knowledge and curriculum (see Table 20) (Miss James and Ms. Ramos, Coplanning Session, December 12, 2016).

Table 20

Coplanning Session 1: Dialogue Table 5

Miss James	Ms. Ramos
"That's great. And then, for um the reading block, to be introduced, the key words are *big, little, fast, slow, loud, quiet.* Which I have for the SmartBoard."	"Okay."
"On a Smart Notebook document."	"Mm-hmm."
"So they will get their paper and have to identify the word *like* . . ."	"Okay."
"With highlighter. And there's practice masters, as well, to go along with that."	"The good thing is with 'like' is that, um, in the previous unit, we used it a lot."

"Yeah."	"For I like pizza."
"Yeah."	"So, they know *like*."
"Yes, absolutely."	"So, it's good that um, even though it wasn't a high-frequency word last—with the last unit, we know, we used it, anyway."

Power structures. Many of the discussions during the coplanning session are led by Miss James, as she seems to take ownership for the academic content and asserts her knowledge of language acquisition strategies as well. Within the context of the coteachers' discussion about animal sounds in Spanish and the popular children's song, however, Miss James does not own the Spanish of the students or of Ms. Ramos. Ms. Ramos positions Miss James as being different because she says animal sounds in a different way than her students do. The lead role or position seems to switch to Ms. Ramos, as Miss James then gives more affirmations and submits to being the learner in this situation, which concerns Spanish animal sounds (see Table 21) (Miss James and Ms. Ramos, December 15, 2016, coplanning session 1).

Table 21

Coplanning Session 1: Dialogue Table 6

Ms. Ramos	Miss James
"Yeah, so uh, so it's cute like, when you hear that song, you could tell them, 'Oh, but you know, for us, roosters say cock-a-doodle-do', for you it's ['ki kirri ki']. "	[laughs]
"And so [laughs] like that, they'll acknowledge— you know, they'll see that we're acknowledging that we say different things, and it's okay."	"Yeah, absolutely."
"And you could act like you're learning . . ."	"That's a great idea." [laughs]
"Like 'I didn't know that!'" [laughs]	"Well—I didn't, so they are gonna be teaching me."

Immediately following this exchange and consequent shift in power, Miss James brings content planning to the forefront again. "And again, we will just review the same key words that we learned the previous day, so *big, little, fast, slow, loud, quiet.* Um, for our—our, um

phonemic awareness, um, we're supposed to isolate initial and final sounds." Ms. Ramos replies, "Mm-hmm" (Miss James and Ms. Ramos, December 12, 2016, coplanning session 1).

Cotaught Lesson 1

Cotaught Lesson 1 took place December 15, 2016. It was modeled on "Two Groups: Two Teachers Teach Same Content" (Dove & Honigsfeld, 2018).

Classroom environment. During this kindergarten small-group writing lesson, students travel back and forth from their table groups to retrieve and return word cards from various areas in the room. They are like crisscrossing, tiny busy worker ants swarming in and out of the anthill, retrieving crumbs. They are on-task and working with purpose. Miss James is already seated at the kidney table and uses some Spanish phrases to help students understand and connect. She sings short chants for letter sounds, uses gestures, and has the students utilize the classroom to find words they need to know how to spell. Ms. Ramos is seated at a student table and uses Spanish to reinforce or clarify with students. She works intensely with an Entering-level ELL seated next to her, while throwing out English commands, usually mirrored in Spanish, directed toward multiple students. There are animal noises coming from both coteachers and also from students throughout the classroom. This element adds a whimsical feel to the writing activity and classroom environment (see Figure 6).

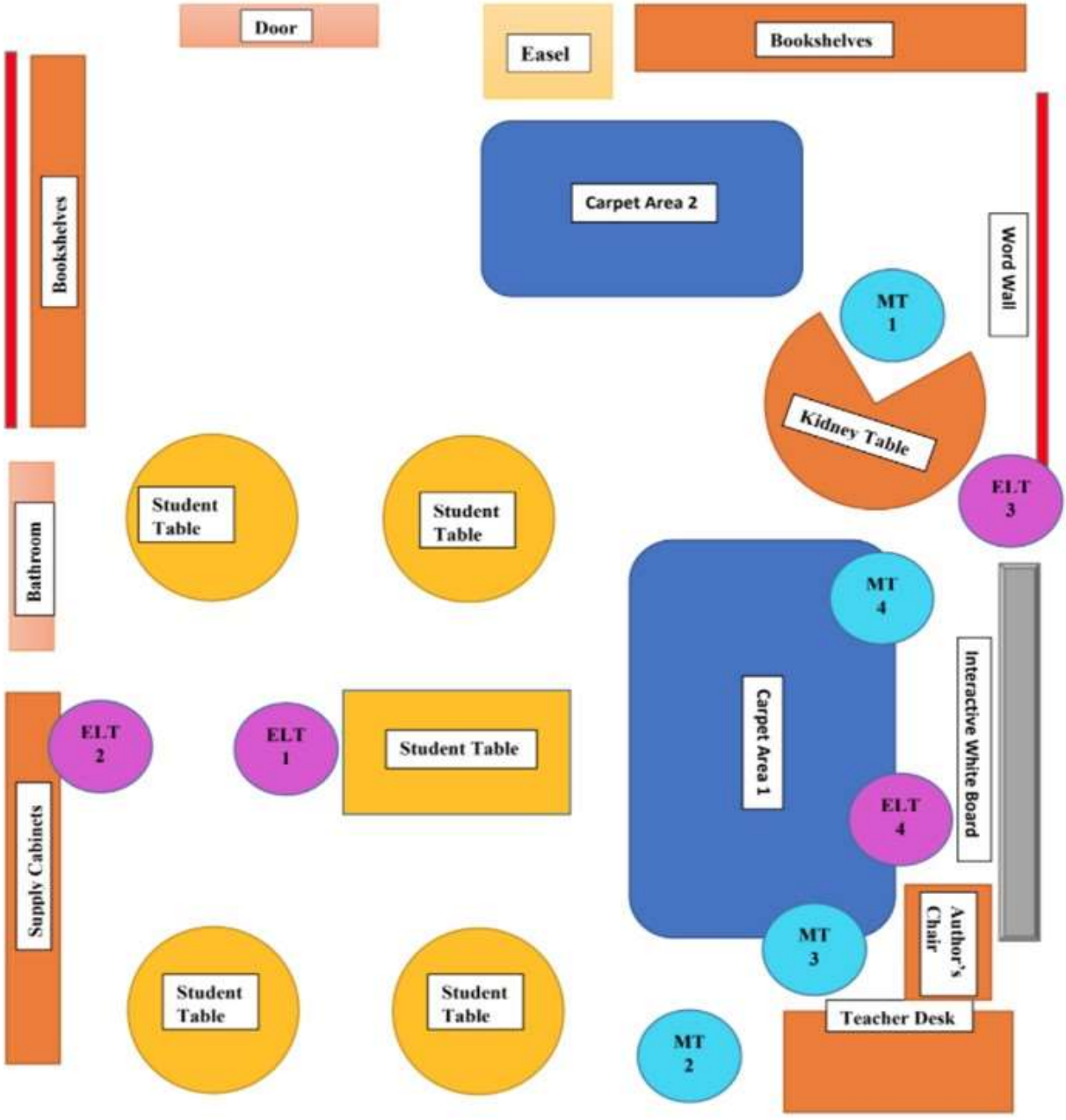

Figure 6. Classroom diagram and teacher mapping: Fieldstaff layout lesson 1.

Themes. I found the following themes when analyzing the interactions of the coteachers during Cotaught Lesson 1.

***Group membership: Spanish speakers*.** Miss James uses Spanish words and phrases during the lesson to communicate with her young students, to clarify directions or to enhance their understanding of a concept. Some students are coloring the farm animals in their illustrations different colors (Miss James, December 15, 2016, classroom observation). The following recaps Miss James's conversation with the students:

> Miss James: "When do you see a green horse? Caballo verde, no! [Green horse, no!] Brown."
>
> Miss James: "What color is your pig?
>
> Miss James: "Take a look."
>
> [Student]: "Rosa."
>
> Miss James: "Pink. Pink pig."

Ms. Ramos is seated at the head of a student table, working with the small group of ELLs who have lower language-proficiency levels. Much of the instruction she gives is in English, then mirrored in Spanish (Ms. Ramos, December 15, 2016, classroom observation):

> Ms. Ramos: "Look, it's this one, [Student]" [points to letter on the class alphabet line].
>
> Ms. Ramos: "What did you draw? Pero que es eso? [But what is this?] Eso es una vaca? [Is this a cow?] Que color es la vaca? [What color is a cow?] Go find black" [points student toward board].
>
> Ms. Ramos: "No, no, you're not going to write *cow. Cow* is the last word. *Cow* es la ultima palabra. [*Cow* is the last word.] La primera palabra es I." [The first word is I.]

At one point, both coteachers address a student in Spanish and English about the goat she drew and wrote about (Miss James and Ms. Ramos, December 15, 2016, classroom observation):

Miss James: "Ooh, a goat. Can you say, 'A goat is loud'?"

[student]: "A goat is . . . loud."

Ms. Ramos: "Chivo, que sonido hace chivo?" [Goat. What sound does a goat make?] Animal noises ring out from every student table in the classroom. Ms. Ramos giggles while Miss James looks at me and shakes her head at the chaos of kindergarten (December 15, 2016, classroom observation).

Group membership: Self. A few times during the lesson, Miss James or Ms. Ramos either verbally or nonverbally connects with me as an ELT. Miss James seems to nonverbally confirm my membership by looking at me when I get up to adjust the camera. She smiles and blinks to show relief from the busy and challenging writing session. I know what this means because I have been in her position and have also cotaught kindergarten ELLs (Miss James, December 15, 2016, classroom observation).

Ms. Ramos is more direct when speaking to me and affirming my membership in the group and classroom. She seems unfazed by the camera, or my presence as an observer. She turns and talks to me about a student's progress in writing his name while continuing to assist another student in Spanish (Ms. Ramos, December 15, 2016, classroom observation).

Toward the end of the lesson, when the students are putting the cardboard farm animal manipulatives away, Ms. Ramos walks over to me and says, "I'm surprised we don't have a rooster there, right?" I engage in the conversation and respond, "I know, I like them, though, I do," Ms. Ramos repeats, "A rooster would be good," and walks back toward a student group. Near the end of the lesson, she is trying to interpret the term *loud* as it is used to refer to an

animal sound. She looks at me for a nonverbal check to see if her interpretation is accurate, since I, too, speak both Spanish and English (Ms. Ramos and Carrie Breyer, December 15, 2016, classroom observation).

Perception of student need. Miss James and Ms. Ramos both talk about making it a point to model authentic English conversation in front of their students. The coteachers perceive that the ELLs in their cotaught kindergarten classroom need to hear English being used in conversation. In the following excerpt, the coteachers are praising a student as she shares her writing with the class (see Table 22, below) (Miss James and Ms. Ramos, December 15, 2016, classroom observation).

Table 22

Cotaught Lesson 1: Dialogue Table 1

Ms. Ramos	Miss James
"Do you see the way she spaced her words? She did a great job using the spacer to space her words."	"Good. It is important to use the tools that we have."
"And one more thing that we did today. We realized that we did not have enough space for yellow over here on the first line, because yellow is a big word [looking at Miss James]."	"Yeah" [nodding affirmatively].
"And she used a yellow crayon to draw her chicken."	"Oh good, because you wouldn't write about a yellow chicken if you didn't draw one."
"Because the chicken is not pink, right? [students] "NO!"	"Do you have a pink chicken [smiling at student]?"

The coteachers praise a student in unison for her writing. They note that she used appropriate spacing with a spacing tool, went to the next line when she anticipated a longer word, and used the correct color for the farm animal she wrote about. Ms. Ramos and Miss James perceive these needs to be similar for all students in the classroom and involve other students in their modeled dialogue and praise.

Negotiation. Ms. Ramos and Miss James communicate about student progress and needs during this classroom observation. The negotiation taking place between them feels open. Both teachers are active in praising and applying minor levels of classroom discipline during the lesson. During instruction, Ms. Ramos walks over to where Miss James is sitting at the kidney-shaped table and exclaims, "[Student] wrote by herself!" The conversation continues:

Miss James: "Really?"

[Student comes over and high-fives Miss James, who had her hand up for the student]

Ms. Ramos: "I did not even have to hold her hand."

Miss James: "Oh, I am so happy!" [reaches over and holds both hands of smiling student]

Ms. Ramos: "So neat. Put it away. Mañana quiere compartir con sus amigos? [Tomorrow do you want to share with your friends?] Mañana? [Tomorrow?]

After the exchange, Ms. Ramos asks the student to put her work away in her classroom cubby and also asks if she would like to share her work with friends the following day.

Coplanning Session 2

This coplanning session is just under 4 minutes long (3:44) and provides a fluid back-and-forth discussion between the coteachers. Miss James begins the planning session by stating where they are in the curriculum, then Ms. Ramos automatically contributes to the conversation by commenting on the perceived vocabulary needs of the students. Both coteachers make suggestions and negotiate the plan for the upcoming lesson.

Themes. I found the following themes when analyzing the interactions of the coteachers during Coplanning Session 2.

Perception of student need. Miss James opens the coplanning session and announces the high-frequency words for the week. She says, "Um, so the words are *what* and *has,* so we could

have them write a question, ‘cause I think they should really focus on the grade-level vocabulary” (Miss James, Coplanning Session, January 9, 2017). She perceives their need to be drilled on academic grade-level vocabulary. Ms. Ramos agrees with her but adds “farm animal vocabulary” to the plan. “Yes. So, *what, has,* and then we could use the body parts of the animals,” she says (Ms. Ramos, January 9, 2017, coplanning session). This exchange shows the perceptions of both coteachers, combined while they negotiate a plan. Miss James perceives that using all the body vocabulary may be too much for the ELLs. Ms. Ramos offers a suggestion that she believes will help the students. The conversation goes like this:

> Miss James: “Right. So, there’s what, six or seven different options? I think that can get confusing, because you could write “What has a . . . ?”
>
> Ms. Ramos: “Mm-hmm.”
>
> Miss James: “Or ‘What has . . . ?’ And depending upon . . .”
>
> Ms. Ramos: “So let’s just give them two choices.”
>
> Miss James: “Yeah. That’s probably best just to introduce without getting any confusion—grammatical confusion going on.”
>
> Ms. Ramos: “Mm-hmm, Mm-hmm.”

This discussion regarding perception of student need allows the coteachers to decide to limit the number of vocabulary words and sentence choices for their students, to help them succeed with the task. This exchange leads to a fluid, back-and-forth style of negotiation.

Negotiation. Miss James and Ms. Ramos negotiate different sentence combinations with grade-level vocabulary and different body-part vocabulary for farm animals. They identify an opportunity to use a particular punctuation mark that has recently been part of their instruction, and to identify the purpose of the sentence. Both coteachers perceive that this task may be

difficult for some students but they nonetheless expect all students to attempt the writing assignment (see Table 23) (Miss James and Ms. Ramos, January 9, 2017, coplanning session).

Table 23

Coplanning Session 2: Dialogue Table 1

Miss James	Ms. Ramos
"So, what has ears? And what's another?"	"Uh, 'what has ears or wings?'"
"Uh, good. Because then in their illustration they can, um, they can label and point to the different body parts that they are writing about."	"Mm-hmm."
"And that can get them used to using question marks, too, since we had just introduced that kind of punctuation."	"Yes."
"So, instead of having maybe . . . even our independent writers can, like, respond and say, 'A horse has . . .' "	"Yes. 'A horse has ears,' or 'A duck has wings."
"Right. So, they could dictate between this is a question, this is just a statement."	"Mm-hmm."
"However, I don't think that all of our students are ready for that type of reading."	"But the ones who are ready to write the second sentence, then . . . "
"They should attempt it. I think . . . "	"We sh—, we should . . . "
"We should definitely . . . "	". . . encourage them to."

Dual-devised task. During the discussion, Ms. Ramos suggests that the students could answer the question (What has ears or wings?) that they are writing about a farm animal. Miss James agrees with this idea, and the coteachers continue with a back-and-forth style of negotiation detailing what this will look like as a task, and what the students should be responsible for. Miss James includes a suggestion to provide a sentence frame, or sentence starter, and mentions supports in the classroom that may help the students. Both coteachers mention the importance of the question mark, and Miss James is sure to note the focal point of the lesson (see Table 24) (Miss James and Ms. Ramos, January 9, 2016, coplanning session).

Table 24

Coplanning Session 2: Dialogue Table 2

Ms. Ramos	Miss James
"It's always good to check with them and ask them what they're writing about."	"Yeah, absolutely."
"And then . . . "	"Definitely."
" . . . even have them answer the question."	"That would be great, especially with the language frame. If we give them like a . . . "
"Yes."	". . . sentence frame to, to model orally as well, I think that would be . . . "
"Yeah. So let's say, 'What has wings?' And then we'll tell them, 'So tell us what has wings.'"	"Yes, so you have to let us know first."
"Mm-hmm."	"And they should probab—, we should have, have them identify where in the room they can find the words that they are going to need if they get stuck. But definitely encourage the sounding-out process as well."
"Mm-hmm."	"And have them tap out words if need be, but all the vocabulary that they need should be posted somewhere in the room."
"Yeah."	"So as long as they . . . Our main focus is making sure they have capital letters. They use the grade-level, um, vocab, and high-frequency words, and . . . "
"The question mark."	"The question mark should definitely be a focal point as well. So hopefully, it all goes well."
"Mm-hmm. Mm-hmm."	"Yeah. Okay. All right."

Ownership of content. Miss James shows her ownership of the classroom procedures and content as she initiates the coplanning session. She says, "Okay, so for writing today, we'll start on the carpet, as we always do. Um, and we'll review our *Fundations* alphabet and sounds." Ms. Ramos follows with "Mm-hmm" (Miss James and Ms. Ramos, January 9, 2016, coplanning session). Miss James continues with the plan for phonics instruction and transitions to the

location in the classroom where they will hold writing instruction and the students will complete the task she has planned for them. She says,

> And the different sounds that they have learned along the way. The T-H, the S-H. Things like that. And then we'll bring them over to the writing carpet. Um, I was thinking that we could just give them a sentence frame using the high-frequency words that we just introduced. (Miss James, Coplanning Session, January 9, 2016)

Again, Ms. Ramos affirms Miss James's plan with "Mm-hmm" (Ms. Ramos, Coplanning Session, January 9, 2016).

Cotaught Lesson 2

Cotaught Lesson 2 took place on January 12, 2017. It was modeled on "One Lead Teacher and One Teacher 'Teaching on Purpose'" and "Two Groups: Two Teachers Teach Same Content" (Dove & Honigsfeld, 2018).

Classroom environment. Before the start of this whole-group phonics lesson, students are seated and ready to learn. Each child is in his or her own colored square on a rainbow-checked carpet. The phone rings, and Miss James looks at me for approval to answer the call during our observation. (It rings several times.) The call is about a student in the classroom and the court papers that were brought into school that morning. Both teachers are concerned and quick to respond to the phone ringing. Such an interruption seems to break the innocence of the rainbow carpet, where the little bodies are seated in rows.

Ms. Ramos is less engaged in this lesson and is seated in a student chair behind the group. As the group moves to a different area of the room for writing instruction, she sits to the side, whereas Miss James is positioned in the front of the student groups at both teaching locations (see Figure 7). Ms. Ramos smooths her hair, looks around, and folds her hands into her

lap. She continues to be slightly engaged, while folding and unfolding her hands. She participates with ELLs in response to Miss James's questions and prompts. A few of these power situations play themselves out during the lesson. Ms. Ramos corrects Miss James's limited use of Spanish, and she continuously talks over Miss James when she is starting a sentence frame for the students to write. Ms. Ramos clearly wants to participate and add her expertise, but it is not a fluid or planned exchange (Miss James and Ms. Ramos, January 12, 2017, classroom observation).

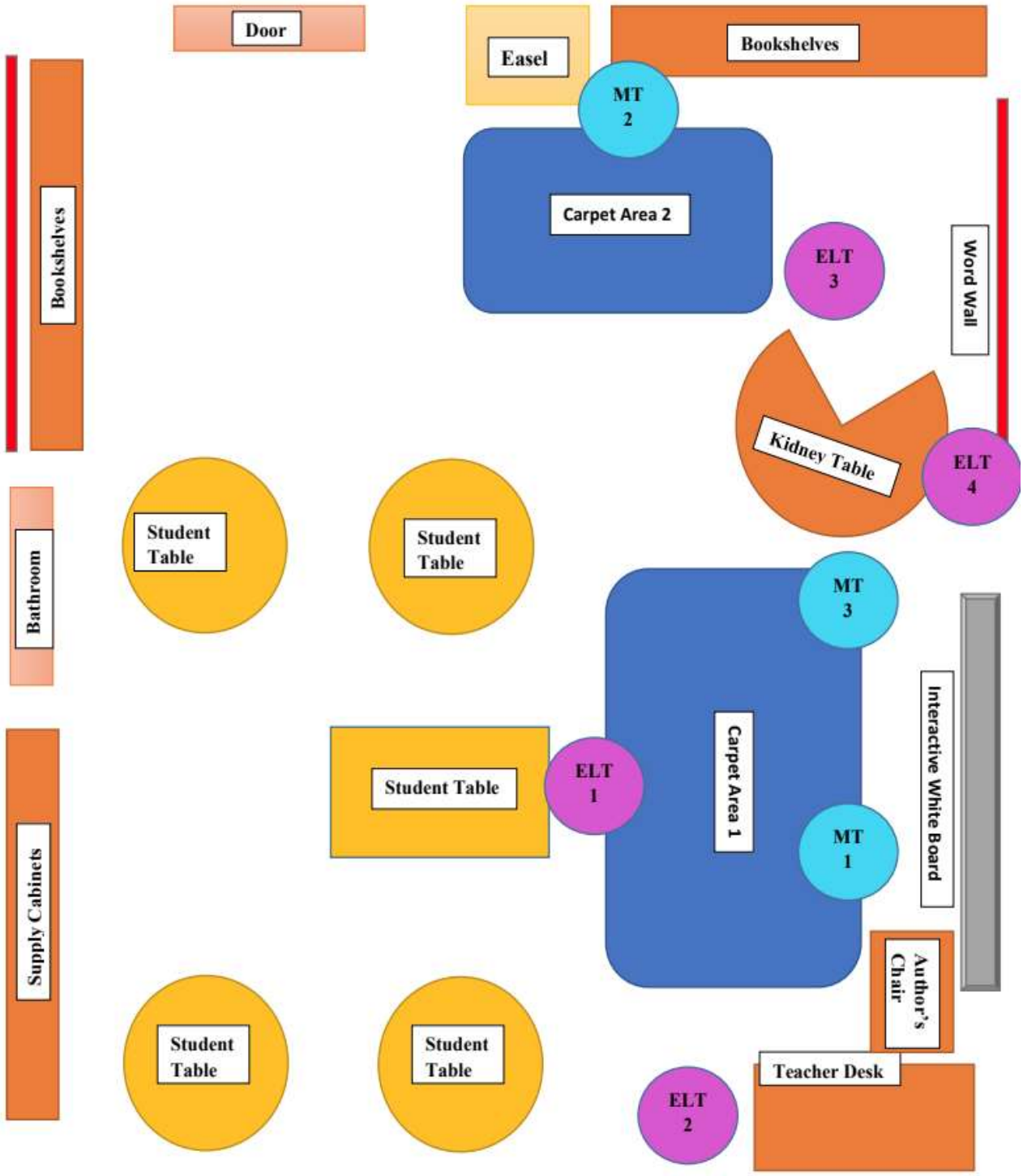

Figure 7. Classroom diagram and teacher mapping: Fieldstaff layout lesson 2.

Themes. I found the following themes when analyzing the interactions of the coteachers during Cotaught Lesson 2.

Positioning. The phone rings twice as Miss James is beginning the phonics lesson with an alphabet chant. She looks at me and continues with the class alphabet chant, so as not to break up the observed lesson. Ms. Ramos and Miss James share a nervous smile; neither knows what they should or should not do while being videotaped. Miss James begins to get up from her seat in the front of the room. Then Ms. Ramos gets up and motions for Miss James to sit down. Miss James responds, "Are you sure?" (Miss James, January 12, 2017, classroom observation). Miss James positions herself as the leader to receive the phone call, but Ms. Ramos positions herself to answer the call because Miss James is leading instruction. Ms. Ramos answers the phone, and Miss James continues the alphabet chant (while at the same time monitoring Ms. Ramos, who is on the phone, with sideways glances). Ms. Ramos finishes the phone call and returns to her seat behind the class and smiles at Miss James (Miss James and Ms. Ramos, January 12, 2017, classroom observation).

The phone rings again after the students have moved to a smaller carpet area, ready for Miss James's writing instruction. This time, Ms. Ramos positions herself and automatically gets up to answer it without negotiation.

Perception of student need. Ms. Ramos is sitting to the side of the student group during writing instruction. The vocabulary word board behind her displays the content-area vocabulary, with pictures. The students access the vocabulary words both during writing instruction and on their own during independent writing time. Ms. Ramos notices that one of the words, *wings,* is partially blocked, and she questions Miss James, while she [Ms. Ramos] is already engaged in moving the word card. "Should we move *wings* a little bit higher?" she asks. Miss James

responds, “Yeah. We sh— probably move it to the side” (Miss James and Ms. Ramos, January 12, 2017, classroom observation). In this situation, Ms. Ramos perceives that the students would not be able to see the word, and Miss James agrees with this perception as Ms. Ramos has already moved the word card.

After the whole-group writing instruction on the carpet, the students are sent to their small groups to recreate their own version of the whole-group writing activity. They are given a sentence frame that they need to write, using content vocabulary words of their choice. Miss James sees a student who is not beginning to write and realizes that the student needs assistance. “You need help? You have [Ms. Ramos] here, okay? Or you have your very smart friends you could ask as well” (Miss James, January 12, 2017, classroom observation).

Modeling dialogue. In one exchange, Miss James and Ms. Ramos model English conversation (dialogue) for their students. Miss James is seated next to the easel introducing the writing exercise the students will eventually recreate on their own. In the following conversation, both coteachers perceive the need for their students to hear English spoken between two people, and, at the same time, they are reinforcing capitalization and punctuation in writing (Miss James and Ms. Ramos, January 12, 2017, classroom observation):

> Miss James: “Very good, but that *w* is lowercase.” [To Ms. Ramos] “Do I need to start my sentence with a lowercase letter?”
>
> Ms. Ramos: “I don’t think so.”
>
> [Students]: “Capital!”

At another point in the writing lesson, Ms. Ramos interjects with a proposal for students to write a different sentence than they had planned. Ms. Ramos poses the question to Miss James in a conversational tone to model dialogue. “I wonder if we could write that? Miss James

answers: “I think we probably could. Would you like to try?” (Miss James and Ms. Ramos, January 12, 2017, coplanning session).

While modeling vocabulary choices for student sentences, the coteachers use gestures to enhance comprehension of the body parts of animals. Miss James flaps her arms to demonstrate wings, both teachers touch their heads and feet while saying the corresponding body parts, and Ms. Ramos touches her legs when they say the word. Miss James puts rounded hands up to her nose to show the nose on a pig. Both coteachers put their hands up in a questioning gesture and shrug their shoulders, while questioning which body part applies to each animal. They do this to nonverbally prompt student response. (Miss James and Ms. Ramos, January 12, 2017, classroom observation). The conversation is as follows:

Ms. Ramos: “Some animals have a . . .”

[Students]: “Tail!”

Ms. Ramos: [Points to her backside]

Miss James: “Very good. Wiggle your tail. Wiggle, wiggle.”

[Class]: [Laughs]

Ms. Ramos: [wiggling] “La colita.” [The tail] [Laughs]

Ms. Ramos uses physical gestures to prompt the students to respond with the vocabulary word *tail.* Miss James laughs at this exchange and joins in with, “Wiggle your tail!” The kindergarten students sit on the carpet area and attempt the physical gesture, while laughing. Ms. Ramos adds the Spanish word for *tail* (*colita*) (Miss James and Ms. Ramos, January 12, 2017, classroom observation).

Group membership: Spanish correction. After Ms. Ramos locates the vocabulary word card for *ears,* Miss James asks her, "How do you say *ears* in Spanish?" The following exchange displays the dialogue between Miss James and Ms. Ramos centering on the Spanish word for *ears* (Miss James and Ms Ramos, January 12, 2017, classroom observation):

Ms. Ramos: "Orejas" [ears].

Miss James: "Orejas" [ears; repeating].

Ms. Ramos: "Mm-hmm, orejas" [ears; approving].

[Class]: "Orejas" [ears].

Miss James: "Orejas" [ears]. "Please sit nicely. Thank you."

Ms. Ramos: "Who could find ears for us?"

At this point, Ms. Ramos has positioned herself as leading the instruction. She asks the students, "Who could find ears for us?" Miss James tries to rephrase the question in Spanish for student clarification with "Donde esta la orejas?" [Where are the ears?] Ms. Ramos corrects Miss James's use of the Spanish article [*la* to *las*] because there is more than one ear. Miss James smiles and continues to look at the vocabulary word board, making no eye contact with Ms. Ramos. She positions herself as a Spanish learner with "Ugh, I'm learning," then takes back the lead position, saying, "[Students] can you please point to the word *ears*? Maybe we can label them? All right. Are you gonna help him spell the word *ears*?" (Miss James and Ms. Ramos, January 12, 2017, classroom observation).

As Miss James is completing the written sentence model for the class, she announces that they need punctuation at the end of it. "Oh. I have to end my sentence with a question mark." She tries to use Spanish to say *question,* but instead says the word for *word*: "Una palabra" [a word]. Ms. Ramos takes ownership of Spanish again and corrects Miss James by saying the

correct word in Spanish for question: *Pregunta* (Miss James and Ms. Ramos, January 12, 2017, classroom observation).

Coplanning Session 3

This coplanning session takes place on February 21, 2017; it has a smooth conversational tone that lasts for approximately 5 minutes. The coteachers discuss ideas for their writing lesson, including the use of fruit and vegetable content vocabulary. Both teachers discuss their perceptions of various aspects of student learning: confidence levels, language proficiencies, and challenging students with a new addition to their writing pattern, while creating small-group opportunities to support struggling learners.

Themes. I found the following themes when analyzing the interactions of the coteachers during Coplanning Session 3.

Negotiation. Miss James opens the planning session by expressing her concerns about coming up with a new sentence frame or pattern for their writing instruction. She communicates her goals for the students, as well as the content vocabulary on which they are working. Ms. Ramos contributes an idea; Miss James approves of it. The coteachers discuss in a back-and-forth style while commenting on the language-learning strategy of repetition (see Table 25) (Miss James and Ms. Ramos, February 21, 2017, coplanning session 3).

Table 25

Coplanning Session 3: Dialogue Table 1

Miss James	Ms. Ramos
"Um, I'm struggling to think of like a sentence frame that I want. I know we've been working on fruits and vegetables."	"Mm-hmm."
"And I definitely want them to start getting used to writing two sentences, especially because our main focus is, um, exclamation points and periods, differentiating between the punctuation."	"Okay. I think it would be a good idea to just give them the same sentence frame."

"Okay."	"Just to give them more experience and so that they could feel more independent."
"That's right. Okay."	"Because now that we notice that they're looking for the words and finding them, uh, so just by repeating the same sentence, you know, they might be more independent and, and even feel more confident."
"So, you would say the sentence frame that we end up doing today, just do again tomorrow for more practice?"	"Yes, absolutely."
"I agree with that. That makes sense."	"Because you know, they did it today; let's say they'll do it tomorrow, today and tomorrow, then by tomorrow they'll feel more confident. "
"Yeah."	"Just because, you know, they're familiar with the sentence. They're familiar with the words."
"Right. So, repetition and . . ."	"Yeah, repetition."

In keeping with the atmosphere of open communication during this coplanning session, Ms. Ramos communicates that she would like to try something new with the students. Miss James approves of her coteacher's idea and elaborates on how this variation in the usual writing pattern could benefit the students, who they both perceive need to be challenged (see Table 26) (Miss James and Ms. Ramos, February 21, 2017, coplanning session).

Table 26

Coplanning Session 3: Dialogue Table 2

Ms. Ramos	Miss James
"One thing I would like to try and I don't know if they're ready now, is to have someone come and just like do, write a word, let's say '*You can see the___'*, maybe have someone come in and write the word *you*."	"That would be great, I think that's a great idea."
"Yeah."	"Especially for those students who have shown us consistent progress . . . "
"Mm-hmm."	"And need to be challenged."

Perception of student need. Throughout this coplanning session and the negotiation between the coteachers, their perception of student need comes up frequently. Ms. Ramos and Miss James both agree with the perception that repetition of a writing pattern or sentence frame will provide a heightened sense of confidence for the ELLs, because they have used it in the past. They follow that exchange with another branch of the conversation, where they consider the various language proficiencies of their students and how they will meet the needs of students at all levels (Miss James and Ms. Ramos, February 21, 2017, coplanning session):

> Miss James: "Yeah, that'd be great. I think it's a fabulous idea." [Having a student write in a word of the sentence frame]
>
> Ms. Ramos: "Mm-hmm."
>
> Miss James: "Yeah, absolutely, especially since the language proficiencies differ so much in our room."
>
> Ms. Ramos: "Mm-hmm."
>
> Miss James: "So, some of the students who still struggle [with] identifying, they'll probably point out the words for the students who excel more in letter recognition and writing."
>
> Ms. Ramos: "Yes, I find that they love to come up and be part of the sentence. They love being part of the sentence and picture, so when, when we say, now we're going to have someone come and help us fill in this word. I think we should try that."

Miss James and Ms. Ramos discuss breaking into small writing groups of different language proficiency levels in order to focus on the perceived needs of each student group. Miss James also adds a language learning activity of oral language practice before writing to help with comprehension and the production of oral language. Reference the exchange below:

Miss James: “Um, that’s perfect. So maybe we can do two sentences.”

Ms. Ramos: “Mm-hmm.”

Miss James: “We’ll repeat the sentence frame from today, and then we’ll break into small groups once that’s complete.”

Ms. Ramos: “Mm-hmm.”

Miss James: “But maybe before we do so, we should have them practice saying the sentence frame with their choice of vocabulary in there.”

Ms. Ramos: “Yes, absolutely.”

Miss James: “Then we can break into small groups, and we can really focus on each child’s strengths and weakness from there.”

Ms. Ramos: “Mm-hmm.”

Ownership of content. Ownership of planning is more equally shared during this coplanning session. Each coteacher offers ideas for instruction and aligns them to language-learning strategies and shared perceptions of student need. In the exchange below, Miss James continues to show ownership or preference toward content vocabulary development, whereas Ms. Ramos accentuates the need for language-learning strategies, such as repetition (Miss James and Ms. Ramos, February 21, 2017, coplanning session). The conversation reads as follows:

Miss James: “Using the same vocab in kindergarten will definitely help their vocabulary expand.”

Ms. Ramos: “Yeah, repetition is huge. They need that. The more they repeat something, the better they get it, I think, especially since they’re ELs and they need to just be immersed.”

Miss James: “Yeah, I agree.”

Ms. Ramos and Miss James may perceive the students as having similar abilities. This is shown through the extra verbal support given by Ms. Ramos, her answering for the students when Miss James asks a question to the class, and the multiple side conversations, yet Ms. Ramos's perception also suggests that the students can write the sentence without the teacher. (Miss James and Ms. Ramos, February 21, 2017, coplanning session)

Cotaught Lesson 3

This cotaught lesson takes place on February, 24, 2017, and utilizes the model "One Group: Two Teachers Teach Same Content" (Dove & Honigsfeld, 2018).

Classroom environment. Miss James starts the daily whole-group phonics lesson with a morning meeting on the large rainbow-squared carpet. She is seated in front of the students. The kindergarten students ask extraneous questions as usual, but Miss James takes a few minutes to answer a student who asks what each special-area teacher, such as a physical education, health, art, music, or librarian in the school does. Then, Miss James regroups the students and begins the daily alphabet chant, while holding large letter cards in front of her, so the students can see the letter and picture cue. Ms. Ramos is also seated in the front of the room in a student chair off to the left side (see Figure 8). She participates in the alphabet chant and reminds students to look at the letter cards Miss James is holding.

After about 10 minutes, Miss James moves the group to the writing area. Ms. Ramos gets up and immediately takes a seat closer to the front of the group (see Figure 8). Two minutes later, Miss James follows and seats herself in the front of the group next to the whiteboard easel and chart paper. She asks the students which fruit and vegetables they know about. Ms. Ramos adds to the student responses and engages in Spanish with students sitting close by. Miss James

looks down, scratches her head, and addresses a student not involved in the Spanish conversation. She seems to be distracted by Ms. Ramos's side conversations.

Ms. Ramos suggests that students write the entire sentence for the day. Miss James reddens in the face, as if uncomfortable with this change. Meanwhile, Ms. Ramos addresses student behavior on the carpet. Miss James uses Spanish, which Ms. Ramos corrects. She looks at me for approval after she makes this correction. A student finds the vocabulary word needed to complete the sentence for the day; the word is on the wall. Ms. Ramos announces to Miss James, "See our kids are ready to write the morning message." Ms. Ramos looks at me, then looks down and smiles politely.

Miss James continues as the coteachers had discussed during coplanning and writes the beginning of the next sentence, while a student writes in the vocabulary word. All students read what was written in a choral reading response. The coteachers prepare the students to break into writing groups. Ms. Ramos tells the students to choose a fruit or a vegetable to write about. Ms. Ramos may perceive some of the students as having more or less ability than Miss James perceives them to have. This is shown by the extra verbal support Ms. Ramos gives, answering for the students and conducting multiple side conversations in Spanish. Ms. Ramos's reaction also suggests that they can write the entire message instead of simply providing the vocabulary words.

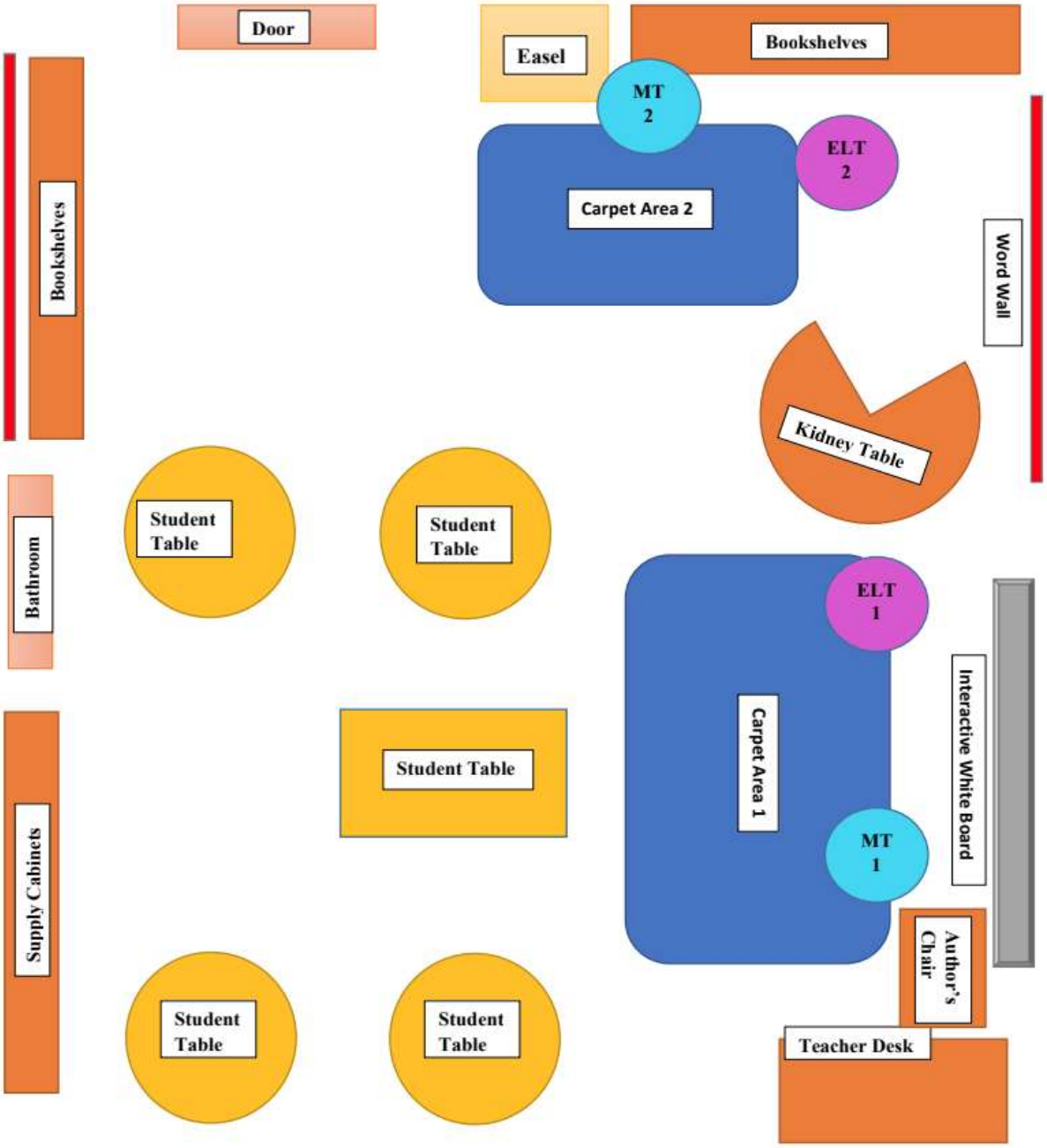

Figure 8. Classroom diagram and teacher mapping: Fieldstaff layout lesson 3.

Themes. I found the following themes when analyzing the interactions of the coteachers during Cotaught Lesson 3.

Ownership. As Miss James sits down in the front of the classroom in her usual spot to begin the morning phonics routine, Ms. Ramos walks to the opposite front side of the classroom, pulls out a student chair from the kidney table, and positions herself in the front of the room with Miss James. This is a different classroom position than in the previous observations. When the coteachers and students move for writing instruction, Ms. Ramos positions herself in front of the students again.

When the coteachers and students are seated and ready to begin their daily writing instruction, Ms. Ramos addresses Miss James: "And Miss James, I was thinking, since our kids are reading sentences so well, and they are writing so well on their own, maybe they can help you with the, with the writing this morning?" (Ms. Ramos, February 24, 2017, classroom observation). At this point Miss James's face reddens and she looks down. She does not make eye contact with Ms. Ramos. Ms. Ramos asks the class, "What do you think?" Miss James responds with, "Oh, let's see how they listen. Sounds good" (Miss James and Ms. Ramos, February 24, 2017, classroom observation).

Ms. Ramos follows up her comment with her reasoning: "If we can read it, then we can write it, right?" (Ms. Ramos, February 24, 2017, classroom observation). A student, concerned about this new task, calls out "Not funny." Ms. Ramos responds to the student "No it's, no, it's not a joke. I think we can do this" (Ms. Ramos, February 24, 2017, classroom observation). The class murmurs, and Miss James brings them back together by saying, "My friends, we, we need to start writing" (Miss James, February 24, 2017, classroom observation).

Group membership. During the early part of the phonics lesson, when the students are seated on the rainbow carpet, a student asks Miss James what each of the special area teachers do. The student probably had been looking at the special area schedule in front of him on the

whiteboard. Miss James patiently goes through the roles of the gym teacher, art teacher, music teacher, librarian, and health teacher. Miss James and Ms. Ramos nod at each title and job description. Then Miss James adds, "Our job is to be here with you." Miss James looks at Ms. Ramos, and she agrees "Mm-hmm" (Miss James and Ms. Ramos, February 24, 2017, classroom observation). This exchange between the coteachers and the affirmation of their commitment to the students adds to the feeling of group membership for the dyad.

Side conversations. During their individual interviews, the coteachers discuss Ms. Ramos having side conversations with students. The usual purpose of the side conversation is to clarify a word, concept, or topic in Spanish, or simply to rephrase something in English when the teacher perceives that a student may not understand. During this lesson, Ms. Ramos has multiple side conversations with students while Miss James is instructing. At times, this additional talking distracts other students, and Miss James shows a nonverbal response of frustration.

While Miss James is teaching the phonics lesson about the *wh* digraph and the sound it makes, she shows the key word or picture of a whistle. Ms. Ramos addresses the student beside her in English and says, "I can't whistle. I need a whistle to whistle." The student replies that he cannot whistle either. Ms. Ramos suggests, "You can practice at recess, okay? We'll practice together" (Ms. Ramos, February 24, 2017, classroom observation).

Another time, Miss James is reviewing fruit and vegetable content vocabulary when Ms. Ramos picks up on a student mentioning chili peppers. She expands the discussion into a side conversation. Immediately, all the students begin chatting about chili peppers and how delicious or spicy they are. They get excited about the topic and sit up or turn and talk to those around them. Miss James's vocabulary review is then completely derailed, as *chili pepper* is not a vegetable word that is being taught. Miss James puts her head down and looks at the floor while

running her fingers through her hair and scratching her head in frustration (Miss James and Ms. Ramos, February 24, 2017, classroom observation).

At yet another time, a student is sitting next to Ms. Ramos silently while Miss James is teaching writing. Ms. Ramos turns to the student and asks, "You want to write about an apple today?" The student then asks Ms. Ramos a question in Spanish, to which she replies "si," or "yes" (Ms. Ramos, February 24, 2017, classroom observation). This exchange is not disruptive to the instruction that is currently taking place.

Finally, Ms. Ramos corrects Miss James's use of Spanish when Miss James attempts to clarify word placement for a student. "Oh, it is the first word, la primer palabra. Primero palabra" [she is trying to say *first word. Primer* and *primero* are incorrect] (Miss James, February 24, 2017, classroom observation). Ms. Ramos corrects her with "La primera palabra" [the first word] (Ms. Ramos, February 24, 2017, classroom observation).

Perception of student need. During writing instruction, when the group writes a sentence together, Miss James is working on having the students stretch out or sound out the word *vegetable*, letter by letter or by sound cluster. As she is working on the letter sounds with the students, Ms. Ramos continues to encourage the students to just look at the vocabulary board. Miss James wants the students to apply their letter sound knowledge, while Ms. Ramos is suggesting that they use the vocabulary board to spell the word. Miss James sets the student directions to use letter sounds to spell the word, and Ms. Ramos suggests the opposite directions—to just look for the word in print (Miss James and Ms. Ramos, February 24, 2017, classroom observation). See the exchange below:

Miss James: [to class] "Would you like to write the word vegetable for me?"

[Class]: "V!"

Ms. Ramos: “Student, you could look at the board.”

Ms. Ramos: “No, it’s a *G*.”

[Class]: *“V, E, G, E, T, J, E, E, T, A, B, L, E.”*

Ms. Ramos: “Very close.”

Miss James: “I know you were trying to sound it out without looking at the board.”

Miss James: [to Ms. Ramos] "We just missed the sneaky *E.* We, we thought we heard another *V* in there.”

Ms. Ramos: “Mm-hmm.”

Miss James: “But you know what? You did a fabulous job. You did a wonderful job writing.”

Ms. Ramos: “Yeah, and you could use the word wall. You could use the board to help you, but that was good. . . . That was good sounding out, though.”

In another exchange, during phonics instruction, a student pronounces the word *chicken* with a *sh* sound at the beginning. Ms. Ramos corrects the child, and other students join in with her. Ms. Ramos continues to address the incorrect sound that she perceives the child is making, when Miss James enters the conversation and redirects the student. She explains that they have not been taught the *ch* digraph yet, and she models the *sh* sound and the key word they are currently learning (Miss James and Ms. Ramos, February 24, 2017, classroom observation):

[Student]: “Shicken.”

Ms. Ramos: “Not *shicken*. Do we say *shicken*?”

[Student]: “Yes.”

[Student 2]: “No.”

[Class]: “Chicken!”

Ms. Ramos: “Chicken. Chicken is not . . .”

Miss James: “We’re still learning about the *sh* quiet sound. Shh! But you know what, keep that in your head for when we practice *ch,* okay?” [Ms. Ramos smiles at me.]

Negotiation. Miss James and Ms. Ramos also come together to praise students, explain instruction, and address student behavior during the cotaught lesson. The focus on punctuation is the question mark, which can be difficult for kindergarten students to write. After a student writes a question mark correctly, both teachers praise the student together and share an exchange:

Miss James: [to student] “Oh good, you did it!” [student writes a question mark]

Ms. Ramos: “That was a very good one.”

Miss James: “Yeah.”

Miss James: “He loves pointing them out.”

Ms. Ramos: “Mm-hmm.”

During the morning phonics instruction and alphabet chant, a student notices that Miss James is progressing through the letters, sounds, and key words at a quicker pace. Miss James explains why they are quickening the pace, and Ms. Ramos joins the conversation by explaining how the coteachers may challenge them in the future. Miss James agrees with this challenge activity of mixing up the letter sounds, and she elaborates (below) that this will show if they know their sounds during the class discussion (Miss James and Ms. Ramos, February 24, 2017, classroom observation):

[Student]: “Why are we going so fast?” [alphabet chant]

Miss James: “Because we’re starting to learn them, learn them all, right? So, we can go faster and maybe we can just switch it up one day.”

Ms. Ramos: “And mix them up.”

Miss James: “Mix them up a little bit. See if you know your sounds that way.”

Coplanning Session 4

During this four-minute coplanning session, the coteachers use back-and-forth negotiation to formulate a plan for writing. Each teacher inserts her knowledge of ELD strategy or the content to be covered. They decide on a vocabulary word from the curriculum that pertains to community places that they believe the students will have enough background knowledge to write about. They discuss the classroom resources the students can use to complete their writing, such as word lists, vocabulary bulletin boards, clipboards, and alphabet charts.

The coteachers then talk about student need and growth, as it pertains to the self-assessment rubric the students use during writing. They also consider regrouping the students based on language proficiencies and student performance. Finally, they discuss two particular students who are working toward writing independently in a group without teacher guidance.

Themes. I found the following themes when analyzing the interactions of the coteachers during Coplanning Session 4.

Positioning and ownership of content. Miss James opens the coplanning session. She says, “So, for writing, um, I want to implement the grade-level vocabulary that we’ve been talking about. Which is like the community places . . . ” Ms. Ramos acknowledges with, “Mm-hmm” (Miss James and Ms. Ramos, April 17, 2017, coplanning session). Here, Miss James takes ownership of the grade-level content vocabulary and curriculum by explaining her plans to Ms. Ramos. She also positions herself as the lead in this coplanning session, as she tells Ms. Ramos that she will choose a few students from their respective small-group writing groups to share their work at the end of the period. “So, we’ll pick someone from your group, with limited

English proficiency, and then someone from my group with more language, however, some academic hindrances." Ms. Ramos agrees to this decision, saying "Mm-hmm" (Miss James and Ms. Ramos, April 17, 2017, coplanning session).

Perception of student need. The theme the coteachers will present from the curriculum is centered on community places. The coteachers perceive that the students are confused by the many names for places that may or may not be present in their own neighborhoods. They want to choose a place for the topic of their writing plan that the students can write about without any problem. In the following exchange, the coteachers discuss their perception of student confusion (Miss James and Ms. Ramos, April 17, 2017, coplanning session):

Miss James: "Um, but I feel like they get confused, a lot."

Ms. Ramos: "Yes, they do."

Miss James: "Um, with, like, the restaurants, grocery stores, and then, like, all the places—"

Ms. Ramos: "Mm-hmm."

Miss James: "What to buy, where, and everything."

Perception of student need and negotiation. With their perceived need of a familiar place or word for the students to write about, the coteachers negotiate on the focus, the sentence frames to be used, and the classroom resources available to the students, such as food word vocabulary. Table 27 outlines the coteachers' negotiations in coming to an agreement on the writing task (Miss James and Ms. Ramos, April 17, 2017, coplanning session).

Table 27

Coplanning Session 4: Dialogue Table 1

Ms. Ramos	Miss James
"I think the restaurant is not so hard for them."	"Yeah, do you think that's a good beginning?"
"That's a good one because, um, you know, people go to restaurants. Um, maybe some of their family and parents work in restaurants."	"Yeah, or own restaurants. That's true."
"So, that could be something familiar."	"Absolutely, and I think that's definitely a good way to build background knowledge."
"Mm-hmm."	"So, um, how 'bout we just focus on restaurants for right now, and then they can, kind of, figure out what they want to eat at the restaurant."
"Okay."	So, we'll just do two sentences. The sentence frame being 'This is a restaurant.'"
"She can get, or he can get."	"His or her."
"Uh, sandwich . . . "	"Yeah."
"Taco."	"Pizza. We have a lot of food words around the room that they can probably choose from."
"Mm-hmm."	

In the exchange below, Miss James and Ms. Ramos share the perception that the students who are doing well with writing should be able to find the words they need in the classroom or use letter sounds to spell out the word (Miss James and Ms. Ramos, April 17, 2017, coplanning session):

Miss James: "And, they know where to find the words . . ."

Ms. Ramos: "Exactly."

Miss James: “And, then small-group, they can um, figure out what they want to eat, from where, and you know what? I think they’re at the point where if they know what they wanna write and we haven’t taught it . . .”

Ms. Ramos: “Mm-hmm.”

Miss James: “They should sound it out.”

Ms. Ramos: “Absolutely.”

Miss James: “They should be able to tap out [fingers tap to thumb for each letter sound] as many sounds as they can and try to write it that way.”

Ms. Ramos: “Yes.”

Student progress**: **Self-assessment rubric. Miss James and Ms. Ramos perceive that the use of a student self-assessment rubric is helping their students who are writing well. In the exchange below, both coteachers find that the students enjoy using the rubric to assess their own writing, and they are able to use it to catch and correct mistakes they have made (Miss James and Ms. Ramos, April 17, 2017, coplanning session):

Miss James: “And then, once they’re done, they can get their self-assessment rubric.”

Ms. Ramos: “Mm-hmm. The rubric.”

Miss James: “Yeah.”

Ms. Ramos: “They love that rubric.”

Miss James: “Oh yeah. Absolutely. It’s a good way for them to, you know, review their own work and it . . . they’ve caught a lot of their own mistakes.”

Ms. Ramos: “Uh, huh.”

Student progress: Not ready for regrouping. Ms. Ramos begins talking about a student in their class who wants to write independently. Both coteachers perceive that he is not quite

ready to move to that group. They notice that he is trying to prove to them that he is ready, and he gets upset when he makes mistakes. They believe that because of his motivation, with more time and practice, he will be able to move up to the independent writing group (see Table 28).

Table 28

Coplanning Session 4: Dialogue Table 2

Ms. Ramos	Miss James
"And (Student) has been saying that he wants to move to the independent group."	"I know."
"Um, and because he's not ready. He's not ready to move, but he wants to move, so now, he's um . . ."	"Showing the initiative, isn't he?"
"Now, yeah, and he's diligent."	"Yeah."
"But he's hard-headed."	"Yes, he is."
"When he needs help, he doesn't want any help, um, and then when he makes mistakes, he gets upset when I try to, you know, to help."	"Yes, of course."
"But, he's getting it, though."	"That's good."
"It's good that he's moving toward independence."	"He's definitely becoming more motivated, I've seen."
"Mm-hmm."	"So, maybe after a little bit more practice, and a little bit more guidance . . ."
"Mm-hmm."	"He can, hopefully, move on."

Student progress: Ready for regrouping. During their coplanning period, Miss James and Ms. Ramos discuss the progress of another student and how it relates to possible reevaluation and changing of their current writing group (see Table 29). The coteachers mention that the student uses a clipboard on her own so she can maneuver around the classroom with her writing to look for words she needs to use. They consider suggesting to other students that they should use a clipboard and are impressed with the student's progress.

Table 29

Coplanning Session 4: Dialogue Table 3

Ms. Ramos	Miss James
"Now, she's able to take the clipboard and find the words that she needs. So, that's good."	"Yeah, she just told me the other day how to spell *the* without looking at anything, so, and then she was able to sit here without a letter strip and be able to write the word *the,* so I was very impressed by that, because that used to be a struggle."
"Mm-hmm."	"Um, yeah. I think we definitely need to like, reevaluate them, at some point."
"Yeah, so I really like the idea of the clipboard so that she could move around and find the words on the red board, and find what she needs."	"Yeah. So, [the] overall goal of the small group is to give them the support where they need it. However, give them independence, as well."
"Absolutely."	"So, hopefully it all works out."
"Yeah."	

Cotaught Lesson 4

Cotaught Lesson 4 took place on April 20, 2017. It was modeled on "Two Groups: Two Teachers Teach Same Content" (Dove & Honigsfeld, 2018).

Classroom environment. When I enter the classroom, the students are seated in the writing area reviewing their whole-group writing. Miss James is seated in front of the group next to the whiteboard and chart paper. Ms. Ramos is seated in the back of the group, behind the students (see Figure 9). The students are actively responding to Miss James; many have their hands raised to give answers. Miss James asks what food(s) the students will write about, and they talk excitedly among themselves in Spanish and English. Miss James reminds the students where to find needed vocabulary and breaks them into three writing groups.

The coteachers begin to work with their respective groups by asking the students what they are going to order in a restaurant. Students who have decided on their food item are running back and forth to the word wall and vocabulary bulletin boards. Miss James comments that the

students are “rambunctious” today. The atmosphere in the classroom is lively, and the children seem to be enjoying their writing topic. Ms. Ramos reminds the students to walk, and Miss James also tells them to be careful, but they continue to speedily crisscross each other’s paths on the way to choose new words (Miss James and Ms. Ramos, April 20, 2017, classroom observation).

When Miss James signals for the class to regroup, the room becomes quiet, and the students make their way to their table groups. Miss James and Ms. Ramos exchange some comments on student writing. There is a large gray chair in the front of the classroom labeled “Author’s Chair” with a faded green, half-sheet of construction paper. Each teacher chooses one student from her group to read and show his or her writing to the class. Miss James sits on a tabletop next to the student in the “Author’s Chair,” whereas Ms. Ramos leans against a filing cabinet next to Miss James’s desk.

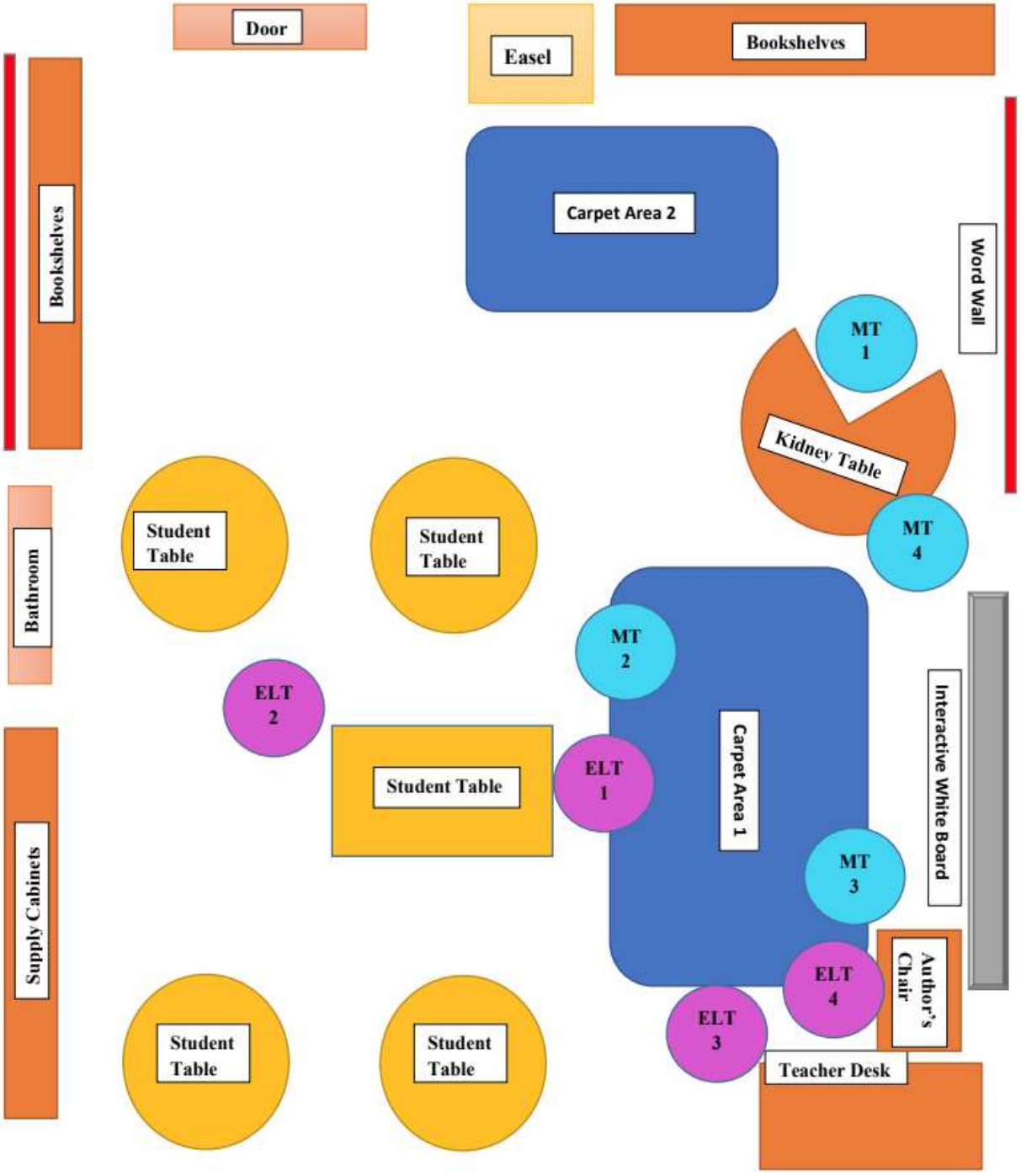

Figure 9. Classroom diagram and teacher mapping: Fieldstaff layout lesson 4.

Themes. I found the following themes when analyzing the interactions of the coteachers during Cotaught Lesson 4.

Perception of student need. Ms. Ramos sees that a student in her group needs more guidance in finding the word, *restaurant.* She stands up and puts her hand on the student's shoulder and guides him to the carpet area near the word wall, so he is directly in front of the word. She tells the student, "Stay here so you can see it [the word wall]. Can you see it? Okay, stay here, and write it over here. You're almost done. Good job!" The student gets up a few minutes later without having written the word, and Ms. Ramos redirects the student back to the carpet area. "You need to stay over there so you can find *restaurant*" (Ms. Ramos, April 20, 2017, classroom observation).

Negotiation. Miss James and Ms. Ramos share dialogue openly in their cotaught classroom. They are usually listening to what is going on around them, even if a situation concerns their coteacher. The dyad contributes to each other's conversations with students regarding instruction, directions, and behavior. A student calls out, "Wait! Mine's [his paper has] ripped!" Miss James questions, "Yours ripped?" Ms. Ramos responds to the situation, saying, "But I'm going to fix it. It's okay. We can fix it" (Miss James and Ms. Ramos, April 20, 2017, classroom observation).

During another exchange, both coteachers circulate around the classroom and make eye contact with one another. A student shows his work to Ms. Ramos, and Miss James gives him an approving glance (hands on her hips). Ms. Ramos says, "[Student], let me see your work." Miss James notes, "He did wonderful." Ms. Ramos acknowledges his good writing and says, "I didn't help [Student]." Miss James reiterates that the student "did a great job" (Miss James and Ms. Ramos, April 20, 2017, classroom observation).

Miss James watches and listens to Ms. Ramos and a student from the front of the classroom, where she is seated. Ms. Ramos is between two student tables. Ms. Ramos,

addressing a student, says, “You didn’t spell *get.* How do you spell *get*?” The student responds, “G.” Ms. Ramos states, “G? What’s next? Yes! You fixed it.” Miss James calls out, “I just did the same thing.” Both teachers laugh and are amused that they each helped a student spell the same word at the same time (Miss James and Ms. Ramos, April 20, 2017, classroom observation).

Modeling dialogue. Miss James and Ms. Ramos frequently communicate about student performance or a classroom task while modeling English conversation for their ELLs. In this way, the coteachers communicate with each other while providing an example for their students. The following exchange exhibits their thoughts on student progress and brings hints of regrouping student writers from the earlier coplanning session. A student sits in the “Author’s Chair” in the front of the classroom, while Miss James stands next to him (Miss James and Ms. Ramos, April 20, 2017, classroom observation). The conversation goes like this:

> Miss James: “He did this all by himself. He did not need, he did not need Miss James’s help at all.”
>
> Ms. Ramos: “Wonderful. I think our independent group is going to get bigger and bigger.”
>
> Miss James: “You know what, they are just excelling.”
>
> Ms. Ramos: [smiling] “I know.”
>
> Miss James: “You guys are doing stuff. That means you are doing a wonderful job.”
>
> Ms. Ramos: “Mm-hmm.”
>
> Miss James: “Now let’s look at your rubric.” [orally guiding student through self-assessment rubric for the rest of the class to hear]

Ms. Ramos selects a different student to read in the Author's Chair, and continues to model dialogue for the students while discussing their progress with Miss James in the exchange below:

> Ms. Ramos: "[Student] has been writing by himself most of the week. He just shows me at the end, when he's done, but I haven't been helping him at all."
>
> Miss James: "Oh my goodness!"
>
> Ms. Ramos: [to student] "So maybe, you're ready to go the independent group? What do you think?
>
> Ms. Ramos: "Good reading. Wow. I didn't even help you. So let's use our rubric." (Miss James and Ms. Ramos, April 20, 2017, classroom observation)

***Ownership*.** Miss James continues to take ownership of grade-level content. Here, she checks student work, while reminding them what grade-level work should look like: "This is the restaurant. Now what do you need? Period. That's only the first sentence. We're getting ready for first grade**.** You need to write at least two sentences" (Miss James, April 20, 2017, classroom observation).

Summary of Dyad 2

In this section, I presented the data analysis from Dyad 2 and the core themes and interpretations that help to inform my research questions. Miss James positions herself into the role of leader by determining academic content and most language learning strategies during coplanning periods. Miss James seems to position Ms. Ramos to the role of helper or supporter, which Ms. Ramos agrees to during most classroom observations. Ms. Ramos is a bilingual ELT and carries group membership with the Spanish-speaking students in their cotaught classroom. Ms. Ramos seems to add more input to coplanning periods when she has the opportunity to

contribute her knowledge of Spanish and her perceived language needs of the students. There are occasional moments of tension between the coteachers during classroom negotiations when Ms. Ramos seems to reposition herself or attempts to change her instructional role.

Closing

In this chapter, I reported on the qualitative data I collected by utilizing three different types of data sources from two early elementary ELL coteacher dyads in two different school buildings within the same semiurban southeastern Pennsylvania school district. The use, transcription, and analysis of semistructured individual interviews, coplanning sessions, and classroom observations led to core themes and interpretations that help to inform my research questions. In the next chapter, I present the results from both dyads, noting how they align with my research questions. I expect to provide a view as to how early elementary (K–1) ESL and mainstream classroom coteachers negotiate roles and take ownership of instruction, with their individual and shared perceptions of student need as it relates to academic content and language needs. The findings are also connected to discussion, interpretations, questions, and recommendations for future study.

CHAPTER 5

DISCUSSION OF RESULTS

The purpose of this qualitative classroom study is to examine how mainstream (MT) and English language (ELT) coteachers in grades K and 1 negotiate roles and perceive student need in the areas of academic content or language learning in the mainstream classroom. More specifically, the study explores how the coteachers position themselves and each other into certain roles, responsibilities, and instructional routines, or into groups of membership within the construct of each individual school site. The dyad dynamics and institutional factors of each site add slight variations in the themes that arise in the data surrounding coteacher negotiation. Chapter 4 focuses on the data collected and analyzed, by theme, from each school site and individual dyad, and Chapter 5 merges these technical findings together to present a combined representation, synthesis, and discussion.

In this chapter, I connect the predominant themes that emerged from coteacher negotiation by analyzing transcripts of individual semistructured interviews, coplanning sessions, and classroom observations, and by observing cotaught lessons and the different classroom environments or contexts at each school site. I systematically discuss the results of the data and the recurring themes that emerged within my focus areas of coteaching and their relation to the research questions. Under each research question, summaries of results are discussed by theme and dyad and are connected to the theoretical foundations and to the supporting literature. The following core themes arose: (a) negotiation, (b) positioning, (c) perception of student need, (d) ownership, and (e) group membership.

Research Questions

Throughout this chapter, I highlight the core themes and discuss their relationship to the following research questions:

1. How do MTs and ELTs negotiate their coteaching roles in the mainstream classroom?
2. How are the academic content and language needs of ELLs perceived by the coteachers?

To inform these questions, I analyzed and coded transcriptions from four semistructured individual interviews, eight coplanning sessions, eight classroom observations, and eight classroom maps over a four-month period in the middle of the school year, until initial codes were determined and outlined. I then presented the data in Chapter 4, using a chronological approach, by site and dyad. This organizational system allowed me to display the themes, in both frequency and depth, as they emerged throughout the data collection period.

Several major themes emerged from the data, together with a few correlating subthemes attributable to the differing contexts of each school site and coteacher dyad. As can be seen in the chronological presentation, the predominant themes carried by each dyad remain mostly constant, except with regard to Mrs. Nickel, in Dyad 1, who changed her role to MT when Mrs. Lorde left for sabbatical by the last observation. In Dyad 2, Ms. Ramos's bilingualism also uncovered a separate subtheme of group membership through her personal connection to students because of their shared home language and experiences of English acquisition. In Figure 10 (below), I connect each theme to the research question from which it predominantly emerged.

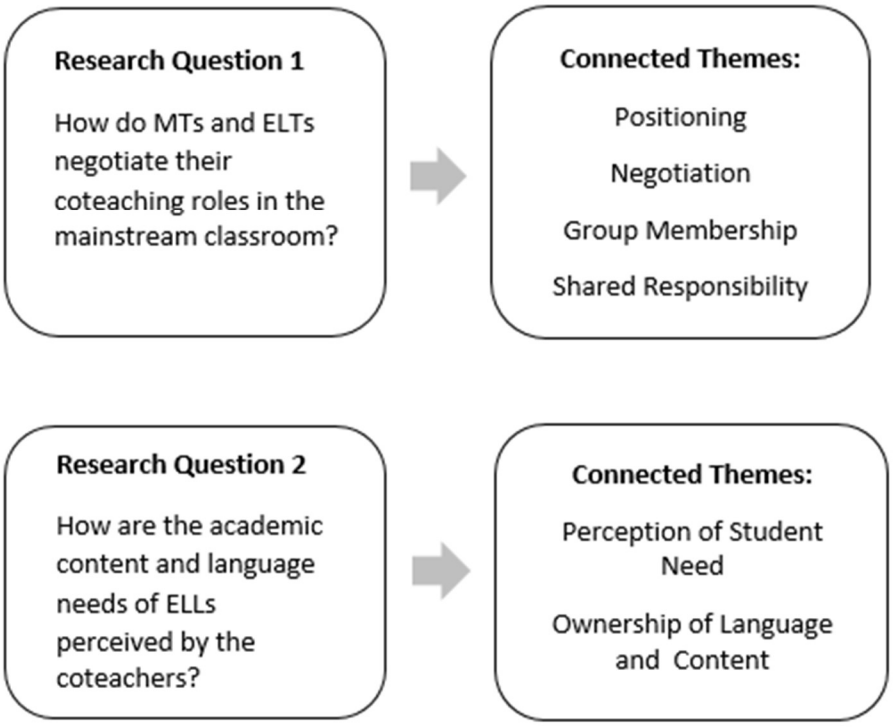

Figure 10. Research questions and connected themes.

Summary of Findings: Discussion of Themes with Research Questions

Research Question 1

The first research question, which reads "How do MTs and ELTs negotiate their coteaching roles in the mainstream classroom?" will be considered in light of each of the themes and subthemes that emerged from it.

Positioning. The coteachers in Dyad 1 express a sense of *fluidity* in how they take on or share roles in the mainstream classroom during individual interviews. "It's just whoever goes for it," Mrs. Nickel says about who decides to do something or to take a role during the cotaught lesson. Likewise, Mrs. Lorde explains that each coteacher usually takes on a task or role,

depending on her level of experiential comfort. She posits that "it's never been a real issue" regarding delegation or ascription to individual coteaching roles in the mainstream classroom.

Ms. Ramos, on the other hand, positions Miss James as a novice teacher or *new teacher* during Dyad 2's individual interviews, yet describes Miss James as liking to lead all parts of the lesson. Ms. Ramos indicates that she lets Miss James lead the lessons because she likes to do it. In her words, "I feel that she's a new teacher, so I let her do it, let her get, um, let her get the experience." Ms. Ramos also comments that Miss James is good at what she does, so she allows her the room to do as she chooses with the class. Ms. Ramos infers that Miss James likes to do things on her own, so she positions herself to support her by modeling a concept with her or just stepping in to support her, if it is what she feels she needs to do. Ms. Ramos comments almost as if to justify why Miss James leads the instruction and planning in their dyad.

Miss James describes her own role, as well as Ms. Ramos's, in the cotaught classroom similarly. She adds that Ms. Ramos's role is to integrate language skills into the content of the lesson. Miss James describes that she herself tends "to take a lot more of the, the content, and try to figure out a way to make it kindergarten level and have them understand it." She positions Ms. Ramos to combine language skills and "things of that nature," as described by Miss James. She also speaks explicitly about Ms. Ramos's position in the classroom as a *supporter* (Creese, 2002). She mentions that Ms. Ramos can take the concepts she is teaching and reword them in a way that their ELLs can comprehend. This positioning of Ms. Ramos as a *supporter* reinforces Miss James' perception of the ELT's role in the mainstream classroom. Miss James may be positioning Ms. Ramos's role as less important than her own.

Likewise, Miss James positions Ms. Ramos during their first coplanning session regarding roles and her use of Spanish to assist ELLs with lower language-proficiency levels. "If

you want to take, like, your intervention group with that . . . that would be great, 'cause I know you are one-on-one with the kids with the lower language proficiencies and things like that—our beginners." Ms. Ramos accepts this role as language *mediator* or *language broker* to her students with limited English language proficiency (Creese, 2005; Tse, 1996). However, Ms. Ramos is frequently left to simply affirm Miss James's choices during their coplanning sessions. Occasionally, Ms. Ramos offers insight as to where Spanish is applicable or where acknowledgment of student abilities should be considered. Miss James always initiates the coplanning sessions, and positions herself as leader of content and language, possibly because of her knowledge of, and educational background in, both areas. Most often, Ms. Ramos positions herself to a secondary role by responding to Miss James's ideas with multiple affirmations. It is unclear if Ms. Ramos positions herself to this role or is simply accepting the positioning by Miss James.

Biddle (1986) explains that roles are generated through repeated experiences. If Miss James positions herself as owner of content, and Ms. Ramos "lets her" get experience as a new teacher, then this role will continue for Miss James. Likewise, if Ms. Ramos positions herself as a bilingual ELT who works with "the kids with the lower language proficiencies" then she is accepting her positioning as a *supporter* in the dyad. In addition, coplanning time provides the opportunity for negotiation of these roles and responsibilities between the coteachers. When Ms. Ramos positions herself as *supporter* during these negotiations, this *counter-positions* Miss James to the leader or owner of academic content and language strategies.

In Dyad 1, Mrs. Lorde, initiates the planning during most coplanning sessions; using transitions, she also introduces and drives the timing of the planning session. She takes on the position of the initiator and timekeeper by using phrasing such as, "Moving into tomorrow, we're

going to," "Okay, all right, so that will be our spelling pattern," and "Okay. Awesome. And then after that, um, we'll move into . . ." Sometimes she is affirming the ideas she shares with Mrs. Nickel, and at other times she is suggesting or positioning Mrs. Nickel into a role. To illustrate, during their second coplanning session, Mrs. Lorde initiates most of the questioning and negotiation. She proposes situational role assignments with phrases such as "if you wanna?" and "maybe if we." During this session, Mrs. Nickel chooses to read, which may reflect her comfort level and educational background as a reading specialist and reading coach. This choice then *counter-positions* Mrs. Lorde as the information recorder. However, even though Mrs. Nickel chose her role as the reader of the text, Mrs. Lorde attempts to *counter-position* Mrs. Nickel's role and poses a suggestion for how Mrs. Nickel should read a particular part of the text, saying, "Okay. So, I've looked at it; it is long . . . and you definitely will talk about the table of contents and the headings." Mrs. Lorde inserts herself and attempts to adjust Mrs. Nickel's chosen lead role as reader for the upcoming lesson. Here, as in most coplanning sessions, positioning takes place during coteacher negotiation.

Variations in positioning. Shortly after Mrs. Lorde begins her half-year sabbatical, she comes in to volunteer her time in the classroom. Consequently, because of her recent leave and because Mrs. Nickel had been reassigned to be the MT (a long-term substitute was unavailable), during the dyad's fourth and last observation, the dynamics of this cotaught classroom are different than usual. On two separate occasions, Mrs. Nickel and Mrs. Lorde are both present in the front of the classroom, leading content instruction. Both are standing in front of the Smart Board instead of just Mrs. Lorde. Within this different coteacher dynamic and classroom atmosphere, Mrs. Lorde and Mrs. Nickel seem to exchange roles throughout the lesson. However, Mrs. Nickel addresses the class more often, whereas Mrs. Lorde plays more of an

observational role than she did before her sabbatical leave. The coteachers negotiate this different classroom situation by repositioning themselves and their usual roles (Davies & Harré, 1990; Davies & Harré, 1999; Harré & Van Langenhove, 1999).

In general, Mrs. Lorde positions herself to more of a secondary role during this cotaught lesson. However, she sits in a chair next to the kidney-shaped table, which in the past had been a location primarily used for her own small-group instruction, whereas Mrs. Nickel seats herself on the floor. This part of their dynamic does not change as Mrs. Lorde chooses the preferential location for small group reading, or simply the location she is accustomed to as MT. During the lesson, some other older children, in the classroom because of the lack of a substitute teacher, cause a behavioral issue that disrupts the entire class. Mrs. Nickel resolves the problem; Mrs. Lorde does not get involved, as Mrs. Nickel has now stepped into the role of MT. This change in role through repositioning shows a shift in the current experiences and roles of the coteachers.

Positioning through negotiation. In Dyad 1, Mrs. Nickel and Mrs. Lorde tend to negotiate their roles for upcoming lessons during coplanning periods in a turn-taking style. Mrs. Lorde often leads the coplanning sessions, yet poses questions to Mrs. Nickel, such as "So, which would you rather do?" or "Do we wanna?" as if she is trying not to position her coteacher into a certain role. During one coplanning session, Mrs. Nickel replies, "Well, I'll, I can check for the conventions of writing, because you were doing that yesterday." Mrs. Nickel made her choice based on the skill Mrs. Lorde had covered during a previous lesson. In this way, she chose her own role and created a turn-taking pattern of negotiation while *counter-positioning* Mrs. Lorde into the other role. The only variation to Mrs. Lorde initiating the coplanning sessions was when she had just begun a half-year sabbatical, and so Mrs. Nickel began the session. This coplanning session was different than the other three, in that Mrs. Nickel, the ELT, began

speaking first, to initiate the instructional plan. This time she told Mrs. Lorde where the class was in the sequence of the unit and then suggested the activity to cover the content. In this way, it is evident that Mrs. Nickel has taken on the role of MT or leader of coplanning because of the change in circumstances.

Even though the members of each dyad have a different way of viewing their positions, or how they position one another, their views are compatible with those of the other coteacher within that individual coteaching relationship. However, although the coteachers' views match one another, this does not infer that each is a clear egalitarian relationship, with shared responsibility or instructional time. If the ELT *pre-positions* the MT to have all the responsibility for content instruction, and if, likewise, the MT *counter-positions* the ELT to do all language teaching or to simply have a support role, there could be an instructional imbalance in the coteaching relationship (Davies & Harré, 1990; Davies & Harré, 1999; Harré & Van Langenhove, 1999).

Negotiation. Dyad 1 describes the coteachers' style of negotiation or communication regarding coteaching in a way that is more casual and that crops up as a needs-based style of discourse. "Do you mind if we switch and do this today?" Mrs. Nickel asks, modeling a question as she would present it to Mrs. Lorde regarding negotiation about a regular lesson. She indicates during her individual interview that only occasionally do they "really hash out who will do what." She states that "most of the time, it's on the fly, and we both jump in wherever we feel we can help students have a better understanding of what we're teaching." Mrs. Lorde repeats that their negotiation regarding instruction is fluid and that each coteacher picks up the tasks or roles that they are more comfortable doing.

Miss James, in Dyad 2, describes the coteaching relationship and responsibilities as a "give and take." She reports that during cotaught lessons the coteachers may have a back-and-forth dynamic. She states, "Sometimes we jump in on each other. So, if [Ms. Ramos is] teaching something and I have something to say, we make it a conversation, and they can see how we communicate with each other, and that's important, especially here." Miss James refers to modeling English dialogue for their students in real time as part of her negotiation with Ms. Ramos during instruction. In turn, Ms. Ramos refers to how the dyad negotiates, pertaining to the materials each coteacher has to offer toward the particular lesson. "So, I feel like we just sit together and we talk about, besides the obvious resources, we brainstorm a lot about what else we can bring in." In this way, Ms. Ramos continues to negotiate how she can support the content instruction.

Both dyads share similarities in their approach to negotiating their roles in the cotaught mainstream classroom. They use similar phrasing within their descriptions of negotiation: They tend to "jump in" when they feel the other coteacher needs support, or when they have something to add, whether verbally or with additional materials, to enhance comprehension of a concept or skill during a lesson. The negotiations enacted between the coteachers in each dyad are meant to foster an instructional agreement, or to position one coteacher into an instructional role. I found this type of negotiation to be present during all coplanning sessions and intermittently during classroom observations.

Negotiation on the spot. During the classroom observations, the coteachers occasionally engage in instructional negotiation on the spot. At times this negotiation is verbal and overt, and at other times it is expressed as a physical action. In one example, Mrs. Lorde mentions to Mrs. Nickel that she has forgotten to add a vocabulary word list for the students to use during sentence

writing. Then, when she has put it up on the board, she announces that fact. Mrs. Nickel calls out, “Perfect!” from the other side of the room, where she is working with a small group of students.

At another time, no verbal negotiation is needed: Another staff member comes in to speak to Mrs. Lorde, and Mrs. Nickel immediately picks up and takes over instruction of the class. Mrs. Nickel also attends to student behavior, addressing turn-taking and allowing use of the bathroom. When Mrs. Lorde returns to the front of the classroom, she immediately addresses the next point on the lesson plan. There is a seamless transition of teacher role and instruction during this quick, nonverbal, physical negotiation.

When the coteachers note that they had recently lost coplanning time and instructional class time together, I notice that there is more on-the-spot negotiation in the mainstream classroom. With coplanning now not an option, the coteachers have to change plans and divide the class into two small groups instead of three. Mrs. Nickel initiates the beginning of the lesson with a physical gesture to Mrs. Lorde. Mrs. Lorde asks Mrs. Nickel to position her to a group, saying, “Tell me where to go.” However, Mrs. Nickel does not reply. Mrs. Lorde says, “It doesn’t matter. I can go wherever.” Eventually, Mrs. Nickel positions herself to a particular group, and this act counter-positions Mrs. Lorde to the opposite group. This exchange causes some uncertainty and nervous laughter between the coteachers.

In another instance, in Dyad 2, Ms. Ramos is sitting to the side of the student group during writing instruction. The vocabulary word board behind her displays the content-area vocabulary, with associated pictures. Ms. Ramos notices that one of the words is partially blocked, and, while already moving the word card, she questions Miss James. “Should we move it a little bit higher?” Miss James responds, “Yeah. We should probably move it to the side.” Ms.

Ramos continues to move the card so that the students can see it. This is a quick, on-the-spot negotiation that allows the students to access the word they need. Also, during writing instruction, Ms. Ramos poses a question to Miss James in a conversational tone to model dialogue for the students, yet she creates an on-the-spot instructional negotiation. She says, "I wonder if we could write that?" Miss James answers, "I think we probably could. Would you like to try?"

During one classroom observation, Ms. Ramos tries to negotiate the instructional plan in progress, which elicits a response of slight uncertainty from Miss James. Ms. Ramos suggests that students write the entire sentence on their own for that day, instead of using the sentence frame. Miss James reddens in the face, as if uncomfortable with the change. A student Ms. Ramos selects goes to the vocabulary board and finds the word needed to complete the sentence. Ms. Ramos announces to Miss James, "See, our kids are ready to write the morning message." Here, Ms. Ramos attempts to validate her on-the-spot negotiation in response to Miss James's reaction of uncertainty.

During classroom observations, Miss James and Ms. Ramos also communicate about student progress and needs. The negotiation taking place feels open and clear. Ms. Ramos walks over to where Miss James is sitting at the kidney-shaped table and relates a student success that took place during her small-group writing time. Both teachers smile broadly and congratulate the proud student. They also praise another student in unison for her proper use of writing tools and for matching the illustration to her sentence. In addition, they share a successful on-the-spot negotiation about how they plan to challenge the students by increasing the speed at which they do the alphabet chant, since the students have mastered the original phonics task. This act of

negotiation acknowledges that they are both aware of their students' increasing ability and instructional needs.

The transcriptions from the classroom observations often also reveal the conversations each coteacher is having with students during small-group instruction. They each reply to student questions posed to the other coteacher and, thus, find themselves answering a student's question at the same time, with the same response. When this happens, both teachers laugh, amused that they each helped a student spell the same word at the same time.

The on-the-spot negotiation in the mainstream classroom, whether verbal or nonverbal, evokes a variety of responses from the coteachers in each dyad. Their reactions range from satisfaction to amusement when negotiation is positive or fluid, to signs of nervousness or uncertainty when negotiation is unplanned or on the spot. When Miss James "reddens" or shows signs of frustration during these on-the-spot negotiations by Ms. Ramos, it may be signaling that she is not in favor of a role change. Overall, both dyads experience processes of negotiation as they assume or change their instructional positions but retain their overall roles as MT and ELT (Harré et al., 2009).

Group membership. The ELT carries membership in the ESL department, as an instructor of a language-minority group and as a teacher in the larger school institution, whereas the MT has membership with the mainstream classroom teachers of grade-level academic content, with English-speaking students, and, finally, also with the larger school institution. In the workplace, people tend to position themselves toward specific professional groups, often experiencing a considerable overlap in membership between the two groups or while juggling membership (Schnurr et al., 2014). The data from both dyads show different types of group membership or positioning toward certain groups. Mrs. Nickel is a nonbilingual ELT, but she

positions herself with her student group, even though she does not share their home language. Ms. Ramos shares group membership with her students in a different way because she is a Spanish-speaker, like the majority of this language-minority group.

Group membership to dyad. The coteacher participants in this study all share different characteristics as individuals, and they do so in their dyads, as well. Within their coteaching relationships, both dyads show evidence of academic content knowledge as well as knowledge of English acquisition. Sometimes this knowledge was acquired through years of practice, and sometimes through formal certification. Each coteacher in this study had something to bring to the coteaching relationship, each showed membership to multiple domains of knowledge, and they experienced overlap of group membership within their dyad and the overall school institution (Schnurr et al., 2014).

Mrs. Nickel and Mrs. Lorde expressed group membership to their dyad in multiple ways. They both describe the relationship as being beneficial for instructional purposes as well as for fostering a sense of not being *alone*. During individual interviews, Mrs. Nickel mentions that there are two teachers to discuss and see the same things happening in the classroom. Mrs. Lorde explains that she loves having two teachers in the room, "because there may be something where I'm struggling and saying, 'I'm stuck, and I see that they're not getting it' and then someone else just picks it right up." This comment speaks to the fluid instructional patterns that Dyad 1 shares in the classroom and during coplanning sessions.

Mrs. Lorde continues to note during individual interviews that she feels she has found the position she was meant to have as a teacher. She says, "Um, you have to develop the relationship, you know? You have to trust each other, um, and it really just comes naturally for me and Mrs. Nickel." Mrs. Nickel mentions that there is a shared responsibility and also

comments during her individual interview that “you have somebody to bounce ideas off of, constantly.” Overall, the dyad expresses an increased sense of inclusion, open communication, shared knowledge, and responsibility.

In Dyad 2, Ms. Ramos reported during her individual interview that she feels comfortable in her coteacher’s classroom because she knows their routines. There is nothing unexpected, and from coteaching in their classrooms, she feels like she belongs there. She says, “So it doesn’t matter what time, I, I walk in, I know what’s happening and I feel like I’m part of their room now. I’m part of their culture.” This sense of inclusion within the mainstream and with her coteacher supports her group membership in the dyad. Her coteacher, Miss James, explains to a student during their third classroom observation, “Our job is to be here with you.” Miss James looked at Ms. Ramos, and she agrees: “Mm-hmm.” This exchange between the coteachers and the affirmation of their shared commitment to the students contributes to the feeling of group membership of the dyad.

Group membership to English language learners. Throughout the classroom observations of Dyad 1, Mrs. Nickel is the coteacher primarily attached to the ELLs. She can be found seated on the floor or at a student table with her small groups, while Mrs. Lorde, the MT, sits at the kidney-shaped table or stands in the front of the classroom, leading instruction. (However, both coteachers actively engage in monitoring student performance.) Mrs. Nickel chimes in with the students each time they are asked to chorally respond to prompts given by Mrs. Lorde. In addition, at two distinct times, the students feel so comfortable with Mrs. Nickel that they overcrowd her on the carpet area as she reads to them. Mrs. Nickel is comfortable and connected to this situation as she positions herself with this student group.

During their second classroom observation, Mrs. Nickel even positions herself with a student who gives an incorrect answer to Mrs. Lorde, since she had nodded her head in agreement to the student's response. She apologizes to Mrs. Lorde for agreeing with a response that was not correct. Mrs. Lorde then, likewise, positions Mrs. Nickel to the student group, as she explains in detail why the answer is incorrect. This situation causes some tension between the coteachers as the discussion is more of a reprimand by Mrs. Lorde and an apology by Mrs. Nickel. This change in dynamic between the coteachers could show the tension between the two groups of membership (Schnurr, et al., 2014).

Even though Mrs. Nickel is not a bilingual ELT, she still carries the role of *acculturator* or *socializer* (Farrell, 2011). Mrs. Nickel references a book she has already read to the class and connects it to the biography they are reading at the time. It is about a female from a different culture. She says, "Just like our 'Separate Is Never Equal,' [theme] in that story, remember? The Mexican children wanted to go to school with everybody else." In this way, she tries to make the concepts of a biography outside of the students' culture relevant to them. In addition, before reading, she poses a question to the group: "How many languages do you speak?" The students in her small group each hold up two little fingers. Mrs. Nickel then holds up one finger. "I only speak one language very well. English, right? Just one . . ." Mrs. Nickel is showing her students that they have ownership of two languages, whereas she only has proficiency in one. In this way, she is building up their confidence, connecting to the text, and supporting their culture in the mainstream classroom.

Group membership to Spanish speakers. Ms. Ramos's bilingualism plays an important part in how Ms. Ramos understands her role as an occasional *language broker* in the mainstream-cotaught classroom (Tse, 1996). In the data, I can see how she positions herself

differently than Mrs. Nickel does because of her bilingualism and her ability to interpret language and content. This is also how Miss James positions her. Creese (2005) notes that "bilingual teachers play [a] role in mediating subject curriculum knowledge and MTs come to rely on these skills in different ways [in] their dependence on non-bilingual ELD teachers" (p. 170). During her individual interview, Ms. Ramos shares that when she began teaching ELLs, she taught them according to what made sense to her, since she had been an ELL as a child, too. Park (2012) supports the concept that the life histories and experiences of non-native-English-speaking teachers (NNESTs) and their time spent in TESOL programs shapes their own understanding of how they teach English. Ms. Ramos indicates that she tried teaching the way she thought she learned at that age.

In addition, Ms. Ramos frequently offers her expertise and personal knowledge of language learning and of the Spanish language during coplanning periods. While the coteachers discuss the issue of teaching noun and adjective placement, for example, Ms. Ramos uses herself as an example, explaining that even she likes to repeat new words over and over to learn the phrasing or pattern. "That's gonna be hard because, um, just because of the way we say it in Spanish, so . . . at least we know that we need to expect that." She also suggests that they show a short video of a popular Spanish children's song, *Pollito Pio* (Chick, Peep), to review the farm animal vocabulary and the different sounds that Spanish speakers produce for animal sounds. She said that using this video would help to acknowledge the differences between Spanish and English and that those differences are okay. Ms. Ramos goes on to explain the differences in animal sounds to Miss James.

At times, while trying to explain the Spanish language, Ms. Ramos also corrects Miss James's attempts to use Spanish phrases in the classroom to assist students. Creese (2005)

supports how translating has become part of explaining and teaching. Miss James asks how to say a word in Spanish, so Ms. Ramos tells her, and she repeats the word incorrectly. Ms. Ramos then corrects Miss James, who tries again, this time successfully. Then Miss James attempts another phrase in Spanish, and Ms. Ramos corrects Miss James's use of a Spanish article. This happens while Miss James is instructing the class. Miss James smiles and continues to look at the vocabulary word board, making no eye contact with Ms. Ramos. Ms. Ramos then corrects Miss James for a third time during the lesson, when Miss James says the Spanish word for *instead* of for *question*. These examples of Miss James attempting to connect with the students in Spanish, or code-switching may show her attempt at filling the role of MT and ELT. It is important to note that Ms. Ramos does not allow Miss James to overlap with her own role and positions Miss James as the monolingual MT by repeatedly correcting her Spanish usage.

In her individual interview, Miss James reported the benefit of having a Spanish-speaker like Ms. Ramos in the cotaught classroom. She describes Ms. Ramos's bilingualism as part of what has allowed their kindergarten ELLs to develop oral language and to receive clarification on academic content. She states the value of having someone who can speak in the students' home language to clarify and help with comprehension. Creese (2005) states that "translation and interpretation of content from one language to another is a great asset to the subject teacher because she can feel assured that the students are learning content and understanding content" (p. 175). Throughout the classroom observations, Ms. Ramos works with small groups that are at a beginning language proficiency level, to provide Spanish support. Ms. Ramos uses Spanish to reinforce or clarify vocabulary words and the concept of the writing task within her small groups. During one classroom observation, she works intensely with a beginning ELL seated next to her.

At the same time, at one point during this same classroom observation, Miss James notices a student who is not beginning to write and realizes that the student needs language assistance. “You need help? You have Ms. Ramos here, okay? Or you have your very smart friends you could ask, as well.” Miss James positions Ms. Ramos or another Spanish-speaking classmate to clarify a task in Spanish, so the student would understand better. In this way, Ms. Ramos carries one more additional role than a non-bilingual ELT (Creese, 2005). Ms. Ramos not only positions herself to the role, but Miss James positions her coteacher to the *language broker* (Tse, 1996) role as well.

Side conversations in Spanish. During her individual interview, Ms. Ramos discloses that while Miss James is teaching, she is able to make sure that the students are listening, and she sometimes pulls them aside if they don’t understand, “and just like maybe have a little side conversation, and just make sure that they all get it.” The usual purpose of side conversations is to clarify a word, concept, or topic in Spanish, or simply to rephrase. Creese (2005) notes that “bilingual teachers have the ability to use their first language to move beyond support to teach subject content” (p. 168). However, during their third classroom observation, Ms. Ramos has multiple side conversations in Spanish with students while Miss James was instructing. At times, this additional talking during instruction distracts other students and even derails the class from focusing on a question that Miss James presents. Miss James shows a nonverbal response of frustration by putting her head down, finger-combing her hair, and scratching her head. Miss James’s nonverbal signs of frustration during Ms. Ramos’s Spanish side conversation could show the tension between the two groups of membership (Schnurr et al., 2014) as well as a difference in perception of student need, coteacher roles, and ownership of instruction.

Overall, the ELT in each dyad ascribes to a group membership with her students. As for Mrs. Nickel's group membership to her student group, as well as being their ELT, she connects to a role of *acculturater* or *socializer* (Farrell, 2011) as their nonbilingual ELT. Ms. Ramos's connection to the Spanish language and her self-described experience as an ELL during childhood connect her to the group membership of Spanish-speakers. This allows Ms. Ramos an additional role in the mainstream classroom (Creese, 2005). That said, however much valued and appreciated they may be, Ms. Ramos's Spanish connections may cause tension within the dyad during instructional routines if the side conversations are unstructured or frequent.

Shared responsibility. During individual interviews, the theme of shared responsibility pertaining to negotiating their coteaching roles emerged within both dyads. Mrs. Nickel includes that there is more shared responsibility with grading, assignments, assessments, and even classroom tasks, like hanging up bulletin boards. Her coteacher, Mrs. Lorde, mentions that each coteacher is responsible for student growth and knowledge, thus each of them needs to be responsible for teaching their students. Both coteachers in Dyad 1 show a sense of shared and ethical responsibility for their students.

Ms. Ramos and Miss James, in Dyad 2, on the other hand, both ascribe to having shared responsibility yet are somewhat indecisive on the division of responsibility between content and language instruction. Ms. Ramos indicates that the coteachers share classroom duties like ordering of assessment materials, yet when asked about who should be responsible for the language instruction, she answers, only, "Hmmm. . . ," as if she is undecided. In turn, Miss James makes the point that a cotaught classroom is something to get used to if one is used to having her own classroom or if one is not used to sharing responsibility. She then continues to waver, within her thoughts, away from admitting that the whole process of planning and

instruction is shared, saying that "sometimes it just seems to be, especially because the language needs in my classroom are so great, that I would take more of the content responsibility and the ELT would take the language, but it is a shared responsibility." Miss James does not commit to saying it is shared, and neither does Ms. Ramos.

The situation of shared responsibility may actually be undecided for this dyad, since Miss James has her ESL Program Specialist Certificate and proclaims that she is "aware of the needs and the, and ways to teach her students." She reports, "So I do that." Miss James's ownership of the academic content and language learning strategies may position Ms. Ramos to the supporter role. Ms. Ramos in turn positions herself to a secondary role when she admits that she "lets her" get the experience because she is a new teacher. What's more, Friend et al. (2010) reports that some specialists tend to take on the role of *helper* rather than coteacher because of a lack of content knowledge. In fact, Mastroprieri et al. (2005) cites the general education teacher as the curriculum expert and the specialist as the *adapter*, *assistant*, and *extra-help teacher*. Within this particular dyad, the coteachers' perception of roles may be aligned, but there is still evidence of self-positioning that contradicts the idea of the shared classroom and the resultant expected responsibilities. This is a situation where more defined roles may benefit their instructional dynamic.

Research Question 2

The second research question, "How are academic content and language needs of ELLs perceived by the coteachers?" will be considered in light of each of the themes and subthemes that emerged.

Perception of student need. The perception of student need pertains to the coteachers' beliefs about student comprehension, or what language skills or content knowledge the students

need to gain. They often verbalize these perceptions by describing them based on what they observe during instruction and small-group time. Mrs. Nickel notes during her individual interview that she will step in to assist struggling students when she perceives a need. Mrs. Lorde mentions that as she walks around the classroom while students are working, she observes what they are doing and helps where needed. Mrs. Lorde perceives that there is a need to clarify part of a biography during the dyad's fourth observation, so she models a comprehension strategy with, "Oh look, I see another heading! What does that mean?" Mrs. Lorde also anticipates a language need by previewing vocabulary words and accompanying them with physical gestures and also supplying some background knowledge on Martin Luther King, Jr., before reading his biography to her small group.

In Dyad 1, Mrs. Lorde, the MT, mentions that reflection is a part of their negotiation during coplanning sessions, and that it may lead them to follow through with a previous task if the coteachers perceive that the students need more instruction on a certain concept or skill. During individual interviews, Mrs. Lorde also mentions that she and Mrs. Nickel share ideas, and they each take something away from the way the other teaches that concept or skill. She notes that sometimes the other way may be a better one, and at other times, the experience just validates her ideas or the way she already teaches something. Murawski and Hughes (2009) emphasize that coplanning enables the coteachers to share instructional strategies that can be used in the classroom to help them access the curriculum more effectively. Likewise, Mrs. Nickel states during her individual interview, "You have somebody to bounce ideas off of, constantly." The negotiation between Mrs. Lorde and Mrs. Nickel mostly reinforce their perceptions of student need. The *reflection* that they mention takes place during their negotiation

and is an additional element that is unique to their dyad. In this way their negotiation includes reflection and propels the type of discussion that informs their instruction.

In Dyad 2, Miss James and Ms. Ramos share ideas and negotiate ways to challenge students who they perceive to be capable of writing sentences on their own without teacher support. Miss James opens the coplanning session by expressing her concerns about coming up with a new sentence frame for writing instruction. She communicates her goals for the students, as well as the content vocabulary on which they are working. Ms. Ramos contributes her idea; Miss James approves of it and elaborates on how this variation on the usual pattern could benefit the students, who they both perceive need to be challenged more often.

During a later coplanning session, Miss James and Ms. Ramos discuss the decision they made previously to implement a self-assessment writing rubric. They perceived that the students who were currently doing well writing independently were able to find the vocabulary words they needed posted around the classroom. They also agreed that the students who were using the rubric well were able to catch mistakes they made independently. These perceptions of student ability prompt a discussion about regrouping the students based on their changing ability levels, and their own perceptions or beliefs about who is ready to move to a more independent writing group, and who is not.

Perception of student need is often discussed and leads to negotiation and decisions by the coteachers that directly affect their instructional plans. The coteachers include their perceptions of student need and apply strategies or reasoning frequently throughout their coplanning sessions. While coplaning and negotiating roles and tasks, the coteachers' perceptions, shared or distinct, come forward in discussion. In Dyad 1, if Mrs. Nickel and Mrs. Lorde decide the content is too extensive, then they choose to modify it, negotiating their plan as

they go along. Miss James, too, notes during her individual interview that "You have to plan, clearly, but a lot of the time you go off base and you have to adapt to the specific language or academic needs in the moment and kind of go off what your specific plan was." Both dyads display evidence of agreeing with, accepting, and modifying others' perceptions, and negotiating what they feel is an appropriate instructional plan.

For example, Mrs. Lorde and Mrs. Nickel negotiate a content writing task, with Mrs. Nickel suggesting timing based on language development. Mrs. Lorde asks if they should begin the writing task during the upcoming lesson, but Mrs. Nickel replies that they should move the writing task to the following week, so that the students could start with just oral language. Mrs. Nickel's suggestion that they hold off on the writing assignment until the following week shows her perception of student ability and knowledge of strategies for ELLs. Putting off the writing allows the students to focus on the spoken, or oral, part of grammar before they are expected to transition to writing. During this exchange, the coteachers successfully negotiate a writing task because of Mrs. Nickel's inference or perception of current student ability.

During their second coplanning session, Mrs. Lorde comments on the decision to teach the spelling patterns *-ing* and *-ong*. Previously, she witnessed students making spelling errors, so she infers or perceives this to be a current need for these students. In turn, Mrs. Nickel, the ELT, perceives that the ELLs need to see examples of each spelling pattern in context, so they can learn how to use the words correctly. She also wants to show the students how to fix or correct the errors they have been making, so Mrs. Nickel suggests that they provide examples of each spelling pattern and word in context, so they can discuss which spelling errors need to be fixed. During this negotiation, Mrs. Lorde expresses her perception of student need, and Mrs. Nickel

agrees with it and follows it through with a plan for language instruction. When the coteachers share the same perception of student need the negotiation ceases and a plan is made.

Perception of language need. What's more, in Dyad 2, Ms. Ramos perceives that her Spanish-speaking students need what she needed as a child learning English and relates their needs to her past needs. She mentions in her individual interview that ELLs are better able to have their language needs met during small-group instruction. She describes this concept by saying, "That's where you work with where they are." Ms. Ramos also uses proximity to assist students when she perceives that they need help. During a classroom observation, she puts her hand on a child's shoulder and directs him to sit in front of the vocabulary word board to find the word he needs. Also during that observation, while modeling vocabulary choices for student sentences, both coteachers use gestures to enhance student comprehension of the body parts of animals by flapping their arms, and touching their heads, legs, or faces. Both coteachers shared the perception of a student language need and automatically added physical gestures to accompany the new vocabulary words. This shows Mrs. Lorde's knowledge of language learning strategies as well as academic content knowledge as a MT.

Likewise, at times during classroom observations, Miss James attempts to use Spanish phrases for short instructional prompts, or single-word clarification when she perceives that the students need home language support. In addition, Miss James explained during her individual interview that when she perceives student need during instruction, the coteachers deviate from the lesson plan to meet the instructional needs of their ELLs. Miss James perceives that her use of a Spanish word or phrase may help the student understand the academic content. Honigsfeld and Dove (2015) mention the importance of analyzing the academic content demands of the curriculum and being able to scaffold oral language and literacy development into cotaught

content area instruction. Here, Miss James can address and modify the language and content needs of her students when she anticipates that they will have difficulty. In the interview, she also discussed her perception that the curriculum does not always meet the needs of their ELLs. If she perceives that the pacing is too fast, or they are not ready for a concept yet, she tries to find a way to make it understandable.

That said, occasionally MT and ELT perceptions of student need may vary, based on what each infers students can do with language. For example, during the third classroom observation of Dyad 2, Ms. Ramos suggests that the students are ready to write sentences on their own, whereas Miss James, hesitant to act on this suggestion, responds with, "Oh, let's see how they listen." Ms. Ramos immediately follows her comment with, "If we can read it, then we can write it, right?" thus backing her original suggestion. It is possible that Ms. Ramos and Miss James may not have perceived the students to have similar writing abilities at this time and this causes a bit of tension.

During Dyad 2's coplanning session on teaching farm animals and vocabulary, Miss James anticipates that the students would have difficulty with the grammar and concept of describing an animal by its size or color. Ms. Ramos agrees that it would be confusing and challenging for the students to place the adjective before the noun, since the language pattern is different in Spanish. Ms. Ramos connects her personal knowledge of the Spanish language and experience learning English to her perception that the ELLs will have difficulty adding adjectives in front of the noun to describe the farm animals. Ms. Ramos perceives that this will be an ongoing process for the students to learn because the adjective is not placed before the noun in Spanish. During this coplanning session, and in others, Ms. Ramos's contributions to the discussion center on the use of Spanish and her perception of the Spanish-speaking

kindergarteners' needs. Miss James takes on a secondary role during this negotiation instead of the usual lead position because Ms. Ramos holds group membership to the Spanish-speaking students as their bilingual ELT.

Ownership of language and content. Mrs. Nickel noted during her individual interview, "I think classroom teachers that are in a coteaching model now have a better understanding of what ESL teachers do to make our ELLs more proficient in learning the language but also [the] concepts in school." Inversely, Mrs. Nickel spoke about the academic or grade-level content areas explicitly, stating, "Um, I also feel I have a better knowledge of the content that we're teaching, even though I was a former content teacher." Mrs. Nickel notes that she is familiar with academic content because she was a mainstream classroom teacher. Mrs. Nickel also includes that she and Mrs. Lorde had been *doing this for several years*, so her coteacher has learned a lot about how language is taught through the literacy block, and that they both have picked up on the concepts that need to be taught. ELTs have been found to be without the content area knowledge that they need to properly combine academics with English language instruction (DelliCarpini & Alonso, 2015; Honigsfeld & Dove, 2014). Here, Mrs. Nickel attests to learning the content and concepts through her years of coteaching with Mrs. Lorde.

Mrs. Lorde also indicated during her individual interview that both teachers are responsible for student learning. She stated that both teachers need to know both the content and how to adapt it for the ELLs. Mrs. Lorde mentioned that she had to learn that combining language and content instruction while teaching can be similar to regular instruction, yet very different. Overall, studies show that MTs may lack strategies, knowledge, or preparedness for instructing ELLs (DelliCarpini, 2009; De Jong, 2013 Harvey & Teemant, 2012; Turkan, de Oliveira, Lee, & Phelps, 2014). Mrs. Lorde experienced that concept while teaching language

through content and noted that it is a different way of delivery—the "language is the focus and the content is a little more secondary". She went on to clarify that content was still important, and that both language and content share importance. Mrs. Nickel and Mrs. Lorde show a sense of shared ownership, shared knowledge sets of academic content, language learning strategies, and an overall sense of shared responsibility in the classroom.

The classroom observations of Mrs. Nickel and Mrs. Lorde mirror their beliefs about how language and content should be combined during reading and writing instruction, and their perceptions that both coteachers share responsibility for both knowledge of content and language learning strategies. During a classroom observation, the coteachers were following and Dove and Honigsfeld's (2018) model for One Group: One Teaches, One Assesses. Mrs. Lorde led the lesson, focusing on spelling pattern and sentence formation. Mrs. Nickel stood along the right side of the classroom with a clipboard to note which students had mastered, or were having difficulty with, the spelling pattern. Both teachers, in their different roles, noticed that students were not capitalizing the first letter of a sentence. They commented to each other, across the room, that "a lot of friends" are forgetting capital letters, to remind the students to check their individual sentences. Here, the ELT and MT shared a perception of student need as well as ownership of the skill being taught.

During subsequent classroom observations, Mrs. Lorde and Mrs. Nickel continue to model shared ownership of content and language, coupled with their shared perception of student need. Mrs. Nickel taught content vocabulary words before reading to the class, and Mrs. Lorde made cultural connections between monarch butterfly migration to Mexico and the distance the butterflies travel, and the distance some of the students in the class travel. The ELT and MT can combine their knowledge sets of language pedagogy and experience with academic subject

matter to provide a rich learning environment through CBI (Creese, 2002, Arkoudis, 2006, DelliCarpini, 2009). In Dyad 1, the coteachers' knowledge set and academic experience is coupled with their give-and-take instructional relationship toward both content and language. When Mrs. Nickel is away from the classroom because of WIDA ACCESS for ELLs testing, Mrs. Lorde takes over the language teaching. Likewise, when Mrs. Lorde leaves for a half-year sabbatical, Mrs. Nickel picks up the content instruction. This fluid change in role between Mrs. Lorde and Mrs. Nickel contrasts Creese's (2002) research stating that MTs and ELTs share different *knowledge hierarchies*. Mrs. Nickel is an ELT who has both knowledge of instruction in language and academic content. Mrs. Lorde, as well has acquired knowledge of language instruction through her years of experience as a coteacher of ELLs.

In Dyad 2, Miss James, the MT at Fieldstaff Elementary, explained during her individual interview, "I tend to take a lot more of the, the content, and try to figure out a way to make it kindergarten level and have them understand it." When describing her perception of her own role versus Ms. Ramos's, she says, "Um, other topics I'll take hold of and will teach, and she can take a backseat, or they [students] listen to us have a conversation and discuss certain topics." When Miss James and Ms. Ramos model English dialogue for their students as a language strategy, they are often modeling use of content vocabulary in context. They believe or perceive that their modeled conversation is helpful to their ELLs. During cotaught lessons, coteachers of ELLs often model patterns of discourse and engage in purposeful conversation about the content.

Miss James shows ownership of content and language teaching during coplanning sessions. She makes the plans for content instruction in all areas of writing, phonics, and high-frequency words, while adding activities that focus on language learning, such as vocabulary. Ms. Ramos frequently affirms Miss James's instructional plans. Miss James continues to show

ownership of grade-level content during classroom observations, as well. She checks student work while reminding them what grade-level work should look like. “Now, what do you need? Period. That’s only the first sentence. We’re getting ready for first grade. You need to write at least two sentences.” Because of Miss James’s combined knowledge of grade-level content and language-learning strategies, she is able to plan based on her perceptions of student need alone, without soliciting much advice from Ms. Ramos. Miss James is a MT that demonstrates an exception to DelliCarpini and Alonso’s (2015) research that found MTs do not provide the necessary accommodations for ELLs. Ms. Ramos is more in line with their research in that she is an ELT that can engage ELLs in a language lesson, but may not reinforce the necessary academic concepts.

That said, when Ms. Ramos brings her knowledge of Spanish into the discussion during a coplanning session, when she perceives that their ELLs needed more language support, this new thread of discussion adds balance to Miss James’s sense of ownership over the language and content. The lead role or position seems to switch momentarily to Ms. Ramos, when she integrates her knowledge of Spanish into planning or instruction. Miss James then gives more affirmations to Ms. Ramos’s plans and submits to being the learner in these situations. Here, Miss James is relying on Ms. Ramos’s skill to *mediate* the content or *subject curriculum*, so that their students can comprehend it (Creese, 2005). In this way, Ms. Ramos repositions herself as the leader in this area of language and defines her role in the dyad with her group membership. The additional role that Ms. Ramos carries has the ability to reposition Miss James into a secondary role. Ms. Ramos defined her role in the dyad with her group membership with the Spanish speakers in the classroom, and to the Spanish language overall.

Miss James and Ms. Ramos, in Dyad 2, have different levels of negotiation throughout their four coplanning sessions. The sessions range from Miss James leading in entirety, to more of a back-and-forth pattern when negotiating vocabulary instruction, with Ms. Ramos's use of Spanish as a support. During their first coplanning session, Miss James covers their plans for writing, phonics, vocabulary, and corresponding activities; Ms. Ramos responds with 75 affirmative utterances during the 13-minute session, including, "Mm-hmm," "Okay," and "Yeah." In contrast, during a different coplanning session, Miss James initiates an idea for grouping students by language proficiency levels. In a fluid pattern of negotiation, Ms. Ramos agrees to her plan and follows through by positioning herself as the Spanish speaker, to differentiate for the students who need more language support. Arkoudis (2006) posits that teaching language within the content areas needs to be negotiated if ELLs are to be taught in the mainstream setting. During this session, Miss James and Ms. Ramos negotiated a plan for Ms. Ramos to go and back and forth between Spanish and English, to clarify the concept for the ELLs. This example illustrates the role changes between Miss James and Ms. Ramos when Spanish is used in instruction.

Member Checking Discussions

Throughout the process of transcribing and coding, I was able to identify many different themes, but I chose the ones that were the most predominant. Even though a written report of the transcriptions and corresponding themes was offered to the participants, they preferred to discuss the findings with me on a more personal and informal level. I felt that it was important that my participants were able to confirm if what I saw was accurate and if it represented what they said or did in the classroom, as well as what they said in the individual interviews. The *credibility* of

my narrative account was important to my ethical responsibility toward my participants and also to the overall validity of my study (Lincoln and Guba, 1985).

The Dyad 1 participants, Miss James and Ms. Ramos, made themselves available to discuss my research findings. Miss James and I spoke about her ESL Program Specialist qualification, and how she may take more ownership over the content due to the understanding of language-learning strategies. Ms. Ramos and I discussed her unique role in the cotaught classroom as a bilingual ELT, and how this shapes her coteaching techniques. We also discussed that the relationship between her and Miss James was not completely developed because of the short amount of time they have been coteaching together.

In Dyad 2, both coteachers, Mrs. Lorde and Mrs. Nickel, shared their frustration with the frequency at which Mrs. Nickel was taken from the cotaught classroom to substitute for other teachers at Cornerstone Elementary. They were aware that I would discuss this issue and how it may cause tension and affect their instruction and the students, as well. We also discussed the fluidity of their coplanning sessions and the compatibility within their coteaching relationship. Overall, all four participants found our discussions compelling and approved of my interpretation of their words and actions in the classroom and from individual interviews.

Discussion of Development of Roles and Themes

Throughout my data collection, the theme of negotiation remained a constant connector to the other dominant themes of positioning and types of ownership. The elements of positioning in this study were an inherent part of role negotiation and instructional planning. The chronological presentation of the data showed the consistency of these themes throughout the collection period, within both coteacher dyads. As time went on, the positions and roles of the four coteachers remained mostly constant, with exception of Mrs. Nickel, who filled the MT's

role when Mrs. Lorde temporarily left her position. Ms. Ramos's attempts to challenge her position by sitting in the front of the classroom and suggesting new student tasks were subverted by Miss James, who reinforced her leader role by holding ownership of academic content knowledge as well as knowledge of language acquisition. Ms. Ramos defined her role in the dyad with her group membership with the Spanish speakers in the classroom, and to the Spanish language overall.

Figure 11 (below) illustrates the emergence and overlap of central themes from my data collection. Negotiation remained at the center of the data and emergent themes, as most *pre-positioning, positioning,* and *repositioning* occurred during negotiation of roles, responsibilities, and tasks during the coplanning periods (Davies & Harré, 1990; Davies & Harré, 1999; Harré & Van Langenhove, 1999.) During the coplanning periods, the coteachers were able to communicate their instructional ideas, academic content knowledge, knowledge of language acquisition, or knowledge of the students' home language, and bring the pieces of their combined experience together to navigate the curriculum. If the MT was leading the coplanning session regarding academic content, the ELT did not have much opportunity to negotiate her position. As for filling the roles of *speakers* and *hearers* during the coplanning sessions, the coteachers negotiated positions through dialogue (Davies & Harré, 1999). If a *hearer* does not have or take the opportunity to speak, she is not able to negotiate her own instructional position and is thus positioned by the *speaker*.

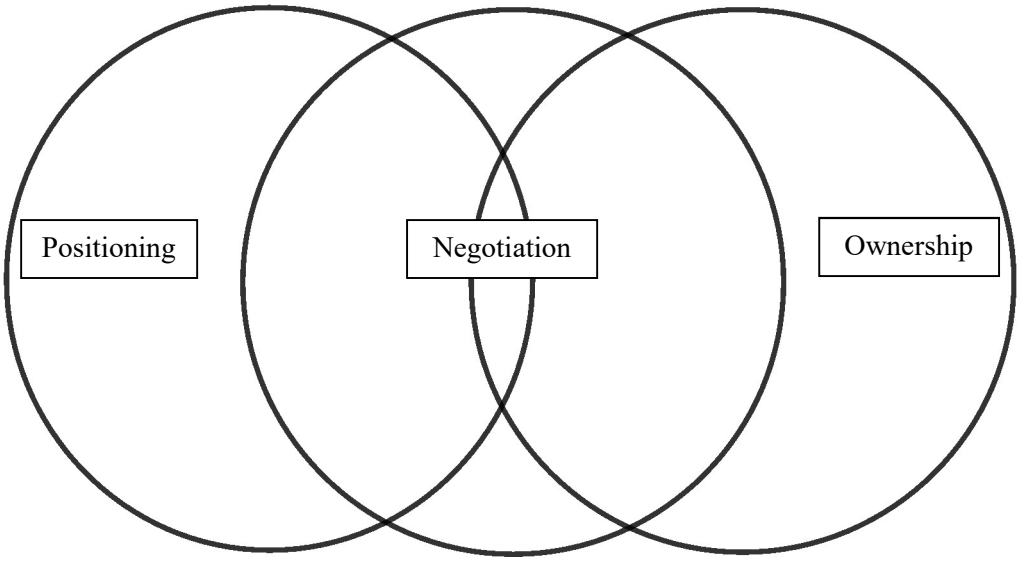

Figure 11. Intersection of prominent themes.

In addition, embedded in the theme of negotiation are the connected themes of shared responsibility and perception of student need. The coteachers shared their perceptions of student need frequently during their coplanning negotiations. Their perceptions emerged naturally through their instructional decisions and plans, based on their knowledge of student ability with academic content or student language proficiency levels. Dyad 1 noted more shared responsibility during individual interviews, and this was evident during coplanning negotiations, which took a fluid or back-and-forth approach to planning and instruction.

In accordance with positioning theory, the coteachers often pre-positioned themselves toward certain tasks, or gently asked the preference of the other coteacher, which would imply a desire to avoid counter-positioning their coteacher (Davies & Harré, 1990; Davies & Harré, 1999; Harré & Van Langenhove, 1999.) Attempts to reposition oneself during a lesson were not common, and, when evident, these actions created tension and were subverted, either because they would break role or routine or because of content ownership by the MT. Even though

positions differed occasionally, the roles of the coteachers mostly remained fixed (Harré et al., 2009).

Within the theme of positioning was group membership and the overlap between multiple groups (Schnurr et al., 2014). Each dyad showed group membership to the classroom, or to the coteaching relationship. The ELTs showed group membership to their students as a collective language-minority group, or to the home language of the students. The bilingual ELT shared side conversations in Spanish with students, which were mostly beneficial but overlapped with the MTs instruction and caused tension. These multiple groups of membership are all connected to the coteachers' professions, classroom, and overall membership in the school institutions where they work.

Ownership of content emerged frequently in the data connected to both MTs. Mrs. Lorde and Miss James led coplanning sessions, except when Mrs. Nickel changed roles before their last session. Mrs. Nickel showed her knowledge of language acquisition during each coplanning session, but she allowed Mrs. Lorde access to comment and agreed with her perceptions of student need as they pertained to language acquisition or language proficiency. Miss James, the MT in Dyad 2, showed ownership of content as well as ownership of language acquisition because of her educational background and dual certifications. This dynamic gave her ownership to everything except the home language of the students, which the ELT, Ms. Ramos, could claim.

The MTs also led or began each cotaught lesson that I observed in their classrooms and kept up the pace of the lesson, as well. Classroom mapping showed the physical layout of the classrooms and followed the MT and ELT during each cotaught lesson. The MTs tended to lead the classroom instruction in the front of the classroom, while taking ownership of materials for

writing or information display, such as the easel, the interactive white board, and the Smart Board. Both MTs also showed ownership of their kidney-shaped tables for small-group instruction, whereas ELTs sat at student tables or on the floor. Secondary materials, such as writing tools or student iPads, did not attract as much ownership.

Implications

Based on the themes that emerged in the data and the evidence that informed my research questions, I am proposing implications for those who research and or teach language, and for coteachers who may find themselves negotiating roles in a linguistically diverse classroom. More specifically, I am proposing implications concerning administrators and coteachers of ELLs within the K–12 domain. These suggestions pertain to (a) increased coteaching partnerships, to allow ELLs to gain access to academic content combined with language instruction in a positive mainstream environment, (b) further examination of coteacher role negotiation for a more equitable division of ownership, and (c) a focus on institutional power, which may inadvertently marginalize coteachers of ELLs or the expertise of the ELT and the specialized instruction they provide.

Increased Coteaching Partnerships for English Language Learners

Increased coteaching partnerships in classrooms with ELLs will allow those students to gain access to academic content combined with language instruction in a positive mainstream environment.

Academic content access. Currently, the topic of equal access to academic content for ELLs is continuing the conversation about the importance of academic language and school success (Lachance et al, 2018). Also, Gottlieb and Castro (2017) posit that “academic language use provides students access to the content learned in school, and it is the vehicle for their

meaningful participation during teaching and learning" (p. 3). The preexisting research indicates that MTs alone do not provide the necessary language learning strategies that ELLs need to access the content area academics (DelliCarpini & Alonso, 2015) and that, to be successful academically, ELLs need language instruction that also covers grade-level academic content (Kareva & Echevarria, 2013). I am implying that the cotaught classroom provides the academic content instruction that these students need—in combination with crucial English language instruction.

Research has also stated that traditional methods of ESL instruction have disassociated language learning from academic content (Genesee & Lindholm-Leary, 2013). That said, my classroom observations confirm that the coteachers in this study gave their students access to academic content instruction embedded with language acquisition strategies throughout their classroom. Without coteaching partnerships like these, grade-level academic content is less likely to be accessible to ELLs, and language may be taught in isolation, making the topics or skills irrelevant to them. Coteaching of ELLs involving ELTs and MTs creates an environment where two teachers work together to deliver both academic content and language instruction while students remain in the mainstream classroom. Further, not only do changes of service delivery and instruction such as coteaching of ELLs affect teachers, but they also will have an impact on the students.

Positive mainstream learning environment. Language-minority student groups, such as the ones with which the coteachers in this study work, continue to be marginalized within their school institutions and within society as a whole. I am not making the claim that the ELTs in my study were marginalized by their MTs, or that the ELLs were marginalized by their coteachers. However, Mexican immigrant youth and families within our communities continue to face

political pressure and ridicule. Espinoza-Herold and González-Carriedo (2017) note that public schools mirror society at large, and I am implying that the supportive environment of a cotaught classroom could help to provide a positive and accepting learning environment for these students.

The overall anti-immigrant sentiment and increased sense of hostility toward immigration in the United States has only increased since the beginning of my study. The xenophobic attitudes raised by President Donald Trump's divisive campaign and presidency direct negative attention toward immigrants in particular, but also toward racial and ethnic minorities in general (Espinoza-Herold & González-Carriedo, 2017). This negative anti-immigrant, anti-Latino rhetoric continues to spread throughout the media and is ultimately affecting the emotional well-being of Mexican-immigrant youth (Espinoza-Herold & González-Carriedo, 2017; Chavez et al., 2019). What's more, I fear that with our current political climate, it will not end anytime soon. Faltis and Arias (2013) acknowledge that political battles over the education of Latino immigrants and ELLs will continue, but positive policy goals regarding these groups need to be set by educators and policymakers to ensure the future educational success of these students. The negative sentiments and political climate affect our students and families, as the children carry these feelings into the classroom.

Freire (2009) addresses the status of those who are within the margins of society and posits that the structure of oppression must be reconfigured. I see coteaching as a possible way to restructure some of the oppressive instructional practices that segregated ELLs and ELTs from the mainstream content area classroom and marginalized them as "others." This reconfiguration of earlier ESL instructional models that removed ELLs from the mainstream classroom, or even just use of a coteaching model, can neutralize some of these power oppressive structures and

provide a more positive learning environment for this group of Mexican youth—who are on the receiving end of so much negativity outside of the classroom. The quality of education and the type of positive experiences immigrant children and families have in school are integral to their future achievement

Further Examination of Coteacher Role Negotiation

Further examination of coteacher role negotiation is needed for a more equitable division of ownership.

Negotiation of roles. I imply that there is a need for increased research on coteacher negotiation and investigation into ways to achieve fluid instructional discussion on roles in the cotaught classroom. Coteachers are currently left to negotiate and develop their roles without a general framework to follow or any research-based evidence about how coteachers choose their roles for instruction. Through the examination of coteachers' negotiation practices, aligned with positioning theory, I was able to illuminate this process and the connected themes. These themes imply that there are areas of coteacher negotiation, especially during coplanning, that create the opportunity for positioning and role alignment, whether it is pre-positioning, positioning, or repositioning. This positioning and negotiation of roles is an integral part of division of instructional responsibility in the coteaching dyad.

Division of instructional ownership. Given the tendency of MTs to take ownership of the coplanning sessions, cotaught lessons, and academic content throughout this study, I suggest that coteachers of ELLs explicitly follow or use distinct models for coteaching. This implication supports the use of the Dove and Honigsfeld's (2018) *Seven-Model Framework*. Each model offers a different dynamic and allows each coteacher to add to his or her expertise or knowledge of different instructional practices. Some models offer roles that contribute to more of an equal

distribution of ownership during instruction. If the coteachers were to use distinct models and explicitly discuss their roles and contributions, the ownership of academic content and language acquisition strategies during instructional time would be more balanced between the coteachers.

Content ownership and issues surrounding the inequality of teachers' roles, responsibilities, and knowledge of each other's content areas appear in the research, as does the lack of consistency in a framework for implementation (DelliCarpini, 2009; Ferguson & Wilson, 2011; Harvey & Teemant, 2012; Lundgren et al., 2012; Mastropieri et al., 2005). Coteachers of ELLs need to acknowledge their respective areas of expertise and allow for back-and-forth negotiation during coplanning periods and during instructional communication in general. ELTs need to empower themselves to share their knowledge of language-acquisition strategies and to demonstrate how the MT's academic content can be a conduit for language learning, as well as for the instructional benefit of their students.

Ownership of classroom space and materials. During the individual interviews, coplanning sessions, and classroom observations, there were hints at ownership of classroom space or materials. Within many coteaching partnerships exists an imbalance of power, authority, or control over the physical classroom space, academic content, and perceptions of teacher background or knowledge base (Arkoudis, 2006).The most common evidence of ownership occurred in Dyad 1, as a classroom-level power construct of material ownership, with the MT, Mrs. Lorde, who almost always had domain over the Smart Board**,** the interactive whiteboard in the front of the classroom. Creese (2002) notes, however, that ELTs rarely occupy the front of the classroom in their coteaching positions. Mrs. Lorde could have had ownership of this particular classroom tool because her individual desktop computer contained the software to operate it, or because she felt more comfortable with it, considering her background in

educational technology. In addition, Porter and Tanghe (2016) note that, in a cotaught context, the blackboard holds a *sacred teacher-y place* that was diminished once the space became shared by others in the classroom. Overall, the coteachers share the classroom but seem to have individual areas of comfort or routine therein to which they gravitate.

For example, Mrs. Lorde and Miss James frequently position themselves as lead instructor by opening and closing lessons with the whole group, in the front of the classroom. In one observation, Mrs. Lorde opens the lesson by addressing the class thus: "Please make sure your eyes are on me. Make sure your ears are ready to listen for what you need to know." Mrs. Lorde continues to facilitate the classroom activity, thus counter-positioning Mrs. Nickel and to spread out, walking up and down the line of students, to assist individuals with the oral language activity. Likewise, during the third classroom observation of Dyad 2, Miss James places herself at the front of the class and opens instruction, whereas Ms. Ramos, sitting on a student chair behind the student group, is less engaged. She smooths her hair, looks around, and folds her hands into her lap while Miss James begins the familiar phonics chant. By positioning herself in the front of the class, Miss James counter-positions Ms. Ramos to a different, or secondary, location and coteacher role, where she is not interacting with the students.

Pierce (2012) notes that various components of an ESL classroom affect interaction. The use of classroom mapping, along with video of classroom observations, allowed me to notice the physical positioning of the coteachers and to see Mrs. Lorde at the front of the room most frequently, as the owner of the Smart Board. Prior research on coteacher negotiations and relationships may not have accounted for how the use of physical space and use of materials can alter the way the coteachers frame classroom instruction, or how this affects the roles into which they position themselves or each other. The accounts of ownership in this study provide evidence

of how positioning in the classroom in relation to materials and physical space can affect the roles or perceptions to which each coteacher ascribes and warrants further study.

Increased Awareness of Institutional Power Structures

Institutional power structures may inadvertently marginalize coteachers of ELLs or the expertise of the ELT and the specialized instruction they provide.

Coplanning time. School administrators in the K–12 domain should be informed of the need for collaboration between MTs and ELTs. Specifically, MTs and ELTs who work together in a cotaught classroom need to have specific coplanning time allotted to them, so they can create the best learning environment for their students. Dove and Hongisfeld (2018) support that the success of the coteaching dyad depends on the success of their coplanning. In fact, all coteachers in my study mentioned the lack of formal planning time caused by building-level schedule constraints. Research notes the commonality of this issue within many coteaching partnerships (Dove & Honigsfeld, 2018; Murawski & Lochner, 2010; Scruggs & Mastropieri, 2017; Scruggs et al., 2007; Peercy et al., 2017). Building schedules in elementary schools are especially designed so that multiple grade levels have designated times for content-area instruction, lunch, and special-area classes. This can be a difficult endeavor for building administrators to configure. However, the importance of communication and planned instruction between coteachers is often undermined. Common planning time between coteachers gives them the opportunity to coordinate shared instructional goals and leads to equal roles in the cotaught classroom (Peercy, et al., 2017). More foresight and effort is needed to ensure shared coplanning time for cotaught classrooms.

Mrs. Lorde explains that they don't always have time to formally plan before a cotaught lesson. During her individual interview, she indicates that they will sit down and quickly plan

what they're going to do. Mrs. Lorde also includes that she might suggest "just a quick**,** hey, you know, tomorrow why don't we follow up with this?" at the end of a lesson, to communicate her perception that the concept or skill was not met. Mrs. Lorde also adds, "Yeah, I mean we are very limited here, unfortunately. Our coplanning time is not common. So, we really don't have a lot of time that is allotted by the school." Mrs. Nickel also states during her individual interview that finding coplanning time is *a struggle*. Mrs. Nickel coteaches two grade levels within the school building and is unable to schedule coplanning time with either coteacher. Mrs. Nickel's time is spread out between the two grade levels she teaches at Cornerstone Elementary.

In Dyad 2, the lack of common planning time may contribute to Miss James taking ownership of the content instruction. She noted during her individual interview, "We meet once a week, in the morning, for about 20 minutes, when we want to—sometimes less, sometimes a little more, depending on our schedules, 'cause our preps do not match." The building schedule for the school does not usually allow for ELTs to share common planning time with their coteachers because most ELTs need to teach multiple grade levels. In addition, ELTs at Cornerstone and Fieldstaff Elementary have building duties in the mornings that prevent them from meeting with their grade-level counterparts.

During the data collection, the dyads each held four coplanning sessions that lasted anywhere from 3 to 13 minutes. In Dyad 2, Miss James tended to take on all the planning because of limited time with Ms. Ramos (they did not *share a prep* time). As the MT, Miss James had to make sure she planned for her instructional time. In addition, Ms. Lorde had increased responsibility for planning when Mrs. Nickel had testing responsibilities, or when she was used as a substitute teacher. Both teachers seem to be stressed by these situations and Mrs. Nickel's absence from the classroom. Mrs. Lorde notes, "Um, this is difficult 'cause you haven't

been in here as often." Mrs. Nickel acknowledges her coteacher's frustration. Mrs. Lorde continues, "This is something we've run up against, um, a little too often," referring to Mrs. Nickel frequently also being positioned into the role of substitute teacher by the building principal. ELTs are often pulled from their cotaught classrooms to provide support for standardized testing or to accommodate for different grade level schedules and this undermines their specialized instruction (Peercy et al., 2017). Mrs. Lorde continues, saying that students were not able to finish the section on their projects because of her being out of the classroom. Mrs. Nickel apologizes to her coteacher, but in reality it is no fault of her own.

The negotiation that took place during these coplanning sessions allowed the coteachers to share instructional strategies, negotiate their roles for the upcoming lessons, offer suggestions and materials, divide responsibility, and prepare a solid plan for instruction to ensure success for their ELLs. Peercy et al. (2017), note that "when teachers are not supported in maintaining a consistent routine together, they are unable to engage in a truly equal coteaching in which both teachers' skills are used to their fullest" (p. 232). These topics, discussion, and collaboration all contribute to the success of coteaching, and the importance of this coplanning time should not be ignored.

Institutional staffing constraints. The issue of ELTs coming up against power structures within their school environment is not undocumented. Researchers have reported that ESL is usually perceived as a being low in a school's subject hierarchy (Creese, 2002, 2006; Nieto, 2002; Valdés, 1998). Many ELTs who work with language-minority groups are caught within a power relationship that directly connects the subordinate status of the students to the teachers who work with them (Creese, 2002). Unfortunately, these issues continue and can be found within this study as well.

In addition, Mrs. Nickel's position as an ELT is occasionally subverted within her building when she is assigned as a substitute teacher to another classroom, and this leads her coteacher to feel frustrated because their instruction is not as effective as it could be if they were coteaching together. Peercy et al. (2017) note that building level constraints such as this previous example affect the coteachers' ability to maintain predictability and routine in their coteaching roles. The lack of substitute teachers for Cornerstone Elementary is a problem that surfaces in the data from individual interviews, coplanning sessions, and classroom observations.

To illustrate, during the second classroom observation of Dyad 1, Mrs. Nickel told me that she missed the last 2 days of instruction in their first-grade cotaught classroom because she had been pulled by the building principal to cover other regular mainstream classrooms that were without substitute teachers for the day. Then, promptly 30 minutes into the lesson, instead of breaking into small instructional groups as she and Mrs. Lorde had planned, Mrs. Nickel had to leave. Even Mrs. Lorde expressed her frustration; she told me she feels that without the support of both teachers, the lesson's meaning was weakened. What's more, during two other classroom observations, other older students were present because their regular teacher was absent and there were no substitute teachers available to cover their classroom. The principal chose to split up the class and divide the students among other classrooms regardless of grade level. At times, these older students caused behavioral disruptions or other situations to which Mrs. Nickel had to attend.

At the beginning of their third coplanning period, Mrs. Lorde leads the session by speaking to Mrs. Nickel about what content has been covered in her absence, and what she suggests for the upcoming lesson. Mrs. Lorde discusses the technology she plans to use, as well as the word lists and sentence stem that are also strategies or accommodations for ELLs. Mrs.

Nickel listens and affirms Mrs. Lorde's plans with less input than usual, as she had been away from the classroom for more than a week while administering the WIDA ACCESS for ELLs 2.0 to other grade levels.

Mrs. Nickel and Mrs. Lorde's last, brief coplanning session occurs before Mrs. Lorde leaves for her half-year sabbatical. During the session, they plan quickly, with the idea that there would be a long-term substitute teacher for Mrs. Lorde, but it turns out that the building principal decided to use the substitute hired for Mrs. Lorde's position as a substitute for another classroom, leaving Mrs. Nickel in charge of the first-grade class. This building-level decision illustrates how the ELT's specialized knowledge is marginalized, as is their subject matter, in the mainstream school environment (Arkoudis, 2006; Creese, 2002). This decision also leaves Mrs. Nickel unable to teach with her other coteacher and ELLs, at a different grade level, for an extended period of time. The students in the other grade level went without specialized language instruction for an extended period of time. Eventually, a different long-term substitute was placed in Mrs. Lorde's position, and Mrs. Nickel was able to coteach with both grade levels again. The building principal was most likely responding to the best of her ability to institutional staffing constraints, but this issue inadvertently marginalized the ELT's position, the subject matter, and the ELLs in another grade level who went without instruction during this time period.

Recommendations for Research

This study was limited to two sites within one school district, with a similar student population at both school sites. Both elementary schools serve a high population of ELLs from a community that houses many low-SES immigrant families. However, the findings from this

study are beneficial for other school districts with similar demographics and academic goals, as well as for coteachers in other content areas.

Note that I was a known observer, which may add bias to the study. However, during data collection, I feel that I was able to take on a different role and lead an ethical and trustworthy study, to achieve equitable results and discern valuable findings from the data (Adler & Adler, 1994; Davies & Dodd, 2002; Lincoln & Guba, 1985).

At the same time, my role as a known observer made it very difficult for me to lead a truly critical study, as I had originally intended. Kincheloe (2012) states that "inquiry is anything but a neutral activity, as it draws upon our values, our hopes, and the mysteries emerging from our social worlds" (p. 204). My personal beliefs as well as my experiential knowledge of the ELT role, and my familiarity with the participants, may have led me to view situations in a less critical way because of the way many of these procedures have become a part of my own daily routines and interpersonal rituals as a coteacher.

Throughout this study, I was reminded that the research on coteaching of ELLs is far from complete. Even with Dove and Honigsfeld's (2018) current and continuing research on coteaching, there is still room for study of the effects of coteaching models on power structures within the classroom, and specific protocols for division of ownership. There is a lack of detailed, research-based evidence about how coteachers choose or negotiate their instructional roles in the mainstream classroom. Peercy et al. (2017) examines the negotiation of ELT and MT coteacher roles and finds that routine is key to coteaching success. However, they call for future studies with a more sustained and detailed observation of the negotiation of roles in this context. Through analysis of the data from this study and discussion of emergent themes, however, the importance of negotiation when it occurs between coteachers was highlighted. This study is also

unique, as it looks at coteacher dyads in the early grades of kindergarten and first grade. I also believe that specific gains can be attained in this area with increased research on coteacher negotiation and investigation into ways to achieve fluid instructional discussion and a more equitable distribution of ownership.

Academic proficiency is associated with school success, and this concept needs to be continually researched to provide our ELLs with the best instructional and successful learning outcome possible (Gottlieb & Castro, 2017; Kareva & Echevarria, 2013; Lachance et al., 2018). Currently, most teachers associate academic language and vocabulary with students' access to content, and view ELL access to this academic language as a problematic situation that limits ELL success in school (Lachance et al., 2018). The current research just reinforces the continued need for extensive study and resolution of this problem for ELLs in K–12 education.

Awareness of the power structures surrounding our language-minority students, and the teachers who serve them (ELTs), must be raised for a shift in mindset to occur. Many teachers and administrators unthinkingly make instructional decisions concerning ELLs without realizing the bias they may reserve. The stressors that MTs face in attempting to achieve high rates of performance in academic content areas cause additional frustration when student populations such as ELLs do not make the cutoffs expected by building and district administrators. Helterbran and Fennimore (2004) note the unspoken negative attitudes toward diverse student or family backgrounds in their context of early childhood education, similar to the grades K and 1 context of this study. They also posit that these teachers should be pressured to not only raise the test scores of these students, but also provide positive developmental outcomes for all students, despite their circumstances.

Overall, this situation of marginalization needs to be remedied, and the playing field leveled for these student populations. Honigsfeld and Dove (2014) caution that no K–12 instructional leader in a school or district context can afford to remain uninformed about the current social and academic demands on ELLs and the factors that surround their achievement and success. Research needs to address these inequities so that school, state, and national policy can change. Positive learning environments and quality education, like the cotaught classrooms in this study, must increase to ensure the future achievement of Mexican immigrant youth.

Concluding Thoughts

Throughout my own professional journey coteaching ELLs over the past decade, I have been a recipient of unintended positioning by my coteaching partners, and I have positioned them in return. I have felt the marginalization of my role and the student population I serve, both by colleagues and by the school district as a whole. At the same time, I have witnessed the reciprocal learning that takes place between MTs and ELTs, and I have benefitted from it and also fostered it. I have changed grade levels yearly and have adapted instructional methods to meet differing student needs or the differing teaching styles of my coteachers. I have also changed coteaching partnerships frequently, as the number of ELLs in each grade level fluctuates each year. All the while, it is the patterns of negotiation, the development of the coteaching relationship, and the satisfaction of seeing ELLs succeed in these classrooms that continues to peak my interest and push me forward.

I believe the inclusionary method of coteaching ELLs by the ELT and MT in the same classroom eliminates the need to pull out or remove students from the mainstream academic content area classroom to receive English language instruction—to their benefit. ELLs will be unable to succeed in the current K–12 model without grade-level-appropriate access to academic

content knowledge. The literature and research, as well as the evidence collected through my study, may provide MTs, ELTs, school administrators, and educational policymakers with the rationale to more thoroughly explore collaborative teaching models for ELLs. The quality of education and the type of positive experiences immigrant children and families have in school are integral to their future achievement and overall success. I have seen the benefit of this model of instruction on student achievement and morale alike. I understand the complexity of the partnership, and the extensive coplanning and work that it requires to be successful. Not every MT or ELT is equipped or willing to take on this different course of instruction for our language-minority students.

The current and increasing anti-immigrant sentiment in the United States undoubtedly affects the school atmosphere and personal bias that is invisible to the naked eye. It is my hope that future research addresses the marginalization of this population within the K–12 domain. If this research is ignored, I can only expect the situation within schools to worsen as well. The coteaching model for instructing ELLs offers an environment of inclusion and equity, which is not without issue, but it includes a method of language instruction that is rooted in the same grade-level academic content that is offered to their English-speaking peers. I hope that this study may help to illuminate the process of coteacher negotiation and be helpful to other coteachers, administrators, researchers, and policymakers who consider the use of coteaching to address the needs of our ELLs.

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Appendix A

Qualitative Interview Questions

1. Tell me about your teaching background.
2. How do you describe a typical lesson in an ESL co-taught class?
3. How do you feel about sharing students and instructional responsibility in a co-taught class?
4. Tell me about your co-planning process.
5. How do you and your co-teacher decide who is going to deliver what content or support certain concepts?
6. Who do you see as having the responsibility for knowledge of classroom content material?
7. Who do you see as having the responsibility for knowledge of language learning and teaching strategies?
8. Where does most instruction take place in the classroom during a co-taught period? (For example in the front of the room, off to the side in groups, etc.)
9. What do you do when your co-teacher is instructing?
10. Can you tell me about a time you felt good about a co-taught lesson?

Appendix B

Informed Consent Letter

Indiana University of Pennsylvania
www.iup.edu

Institutional Review Board for the
Protection of Human Subjects
School of Graduate Studies and Research
Stright Hall, Room 113
210 South Tenth Street
Indiana, Pennsylvania 15705-1048

P 724 357 7730
F 724 357 2715
irb-research@iup.edu
www.iup.edu/irb

October 28, 2016

Carrie Breyer
60 Aspen Way
Schwenksville, PA 19473

Dear Ms. Breyer:

Your proposed research project, "The Negotiation and Assumption of English Language and Mainstream Classroom Co-Teacher Roles in the K-4 Classroom," (Log No. 16-173) has been reviewed by the IRB and is approved. In accordance with 45CFR46.101 and IUP Policy, your project is exempt from continuing review. This approval does not supersede or obviate compliance with any other University requirements, including, but not limited to, enrollment, degree completion deadlines, topic approval, and conduct of university-affiliated activities.

You should read all of this letter, as it contains important information about conducting your study.

Now that your project has been approved by the IRB, there are elements of the Federal Regulations to which you must attend. IUP adheres to these regulations strictly:

1. You must conduct your study exactly as it was approved by the IRB.
2. Any additions or changes in procedures must be approved by the IRB before they are implemented.
3. You must notify the IRB promptly of any events that affect the safety or well-being of subjects.
4. You must notify the IRB promptly of any modifications of your study or other responses that are necessitated by any events reported in items 2 or 3.

The IRB may review or audit your project at random or for cause. In accordance with IUP Policy and Federal Regulation (45CFR46.113), the Board may suspend or terminate your project if your project has not been conducted as approved or if other difficulties are detected

Although your human subjects review process is complete, the School of Graduate Studies and Research requires submission and approval of a Research Topic Approval Form (RTAF) before you can begin your research. If you have not

Appendix C

Voluntary Informed Consent Form-Participant

Indiana University of Pennsylvania
www.iup.edu

Graduate Studies in Composition and TESOL
Humanities and Social Sciences Building
981 Grant Street
Indiana, PA 15705
www.iup.edu/english

P 724-357-2263
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grad-eng@iup.edu

TITLE OF STUDY

The Negotiation and Assumption of English Language and Mainstream Classroom Co-teacher Roles in the K-1 Classroom

PRINCIPAL INVESTIGATOR

Carrie L. Breyer

English Department: Composition & TESOL

60 Aspen Way, Schwenksville, PA 19473

Home Telephone Number

sbbt@iup.edu

PURPOSE OF STUDY

You are invited to take part in a research study. Before you decide to participate in this study, it is important that you understand why the research is being done and what it will involve. Please read the following information carefully. Please ask the researcher if there is anything that is not clear or if you need more information.

The purpose of this study is to investigate how English language teachers and mainstream classroom teachers form their roles in a co-taught mainstream elementary school classroom of English Language Learners (ELs). A particular focus will be placed on how these roles are negotiated and contested by the co-teachers involved in this practice. Also, how the social, academic, and linguistic needs of the ELs are perceived by the co-teachers during co-planning sessions.

STUDY PROCEDURES

Methodology for Qualitative Research

1. Informed Consent Letter: A letter that invites the teacher participants to the study will be given to describe the protection of their privacy, dignity and welfare as participants in the study.

2. Digital Voice Recording of Planning & Interview: I will also use digital voice recording during pre- and post- interviews. Co-teaching pairs will record their discussion once a week during planning sessions.

3. Observation & Field Notes: When applicable I will observe the co-teaching pairs in person during instruction and planning sessions to record field notes on their interaction and negotiations.

4. Video of Teaching Pairs: I plan to use video positioned toward the co-teaching pairs only during selected weekly instructional periods in order to view the non-verbal behavior, use of space, and instructional strategies that occur between the pair during instructional time.

Study Duration: The portion of the study with direct contact will begin with the start of the school year, September 2017 and end by one month following the first trimester, January 2018. Estimated Time Commitment: Participating teachers are invited to take part an interview lasting approximately 30 minutes each. Co-planning sessions will be audio recorded four times for up to 45 minutes each over the span of 12 weeks, during the 2016-2017 school year. Instruction will be video recorded during the common English Language Arts block for up to 90 minutes four times over an approximate time period of 12 weeks leaving room to exclude weeks with school holidays and teacher in-service duties.

RISKS

Risks associated with this study are minimal. It is possible that teachers may be afraid that their comments or opinions shared for the purpose of this study will be shared with school administrators or may be used to measure instructional performance. However, this is not the case. Information will not be shared and participation in the study is not a part of evaluation of performance. To minimize the risk names will not be used in study data analysis or reports and original data will remain in a secure, locked cabinet for three years.

You may decline to answer any or all questions and you may terminate your involvement at any time if you choose.

BENEFITS There will be no immediate benefit to you for your participation in this study. However, we hope that the information obtained from this study may increase awareness of English Language and Mainstream Classroom Teacher role k and negotiation in co-taught classrooms.

CONFIDENTIALITY

Your responses to pre and post interviews will be anonymous. Every effort will be made by the researcher to preserve your confidentiality including the following:

State measures taken to ensure confidentiality, such as those listed below:

* Assigning code names/numbers for participants that will be used on all research notes and documents

* Keeping notes, interview transcriptions, and any other identifying participant information in a locked file cabinet in the personal possession of the researcher.

Participant data will be kept confidential except in cases where the researcher is legally obligated to report specific incidents. These incidents include, but may not be limited to, incidents of abuse and suicide risk.

CONTACT INFORMATION

If you have questions at any time about this study, or you experience adverse effects as the result of participating in this study, you may contact the researcher whose contact information is provided on the first page. If you have questions regarding your rights as a research participant, or if problems arise which you do not feel you can discuss with the Primary Investigator, please contact the Institutional Review Board at (865) 354-3000, ext. 4822.

VOLUNTARY PARTICIPATION

Your participation in this study is voluntary. It is up to you to decide whether or not to take part in this study. If you decide to take part in this study, you will be asked to sign a consent form. After you sign the consent form, you are still free to withdraw at any time and without giving a reason. Withdrawing from this study will not affect the relationship you have, if any, with the researcher. If you withdraw from the study before data collection is completed, your data will be returned to you or destroyed.

CONSENT

I have read and I understand the provided information and have had the opportunity to ask questions. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I understand that I will be given a copy of this consent form. I voluntarily agree to take part in this study.

Participant's signature _____ Date _____

Investigator's signature _____ Date _____

THIS PROJECT HAS BEEN APPROVED BY THE INDIANA UNIVERSITY OF PENNSYLVANIA INSTITUTIONAL REVIEW BOARD FOR THE PROTECTION OF HUMAN SUBJECTS (PHONE 724.357.7730).

Appendix D

Site Permission Letter

_____School District Letterhead

Indiana University of Pennsylvania Institutional Review Board
School of Graduate Studies and Research
Stright Hall Room 113
210 South Tenth Street,
Indiana, PA 15705-1081

August 31, 2016

Dear Indiana University of Pennsylvania IRB:

On behalf of _____ Elementary School, I am writing to grant permission for Carrie L. Breyer a graduate student at Indiana University of Pennsylvania, to conduct her research titled, "The Negotiation and Assumption of English Language and Mainstream Classroom Co-teacher Roles in the K-4 Classroom". I understand that Carrie will recruit two of our teachers and conduct interviews as well as digitally record planning and use video to record up to twelve periods of instruction at _____ Elementary School throughout the first trimester of the 2017-2018 school year. We are happy to participate in this study and contribute to this important research.

Sincerely,

_____

Principal