FINDING YOUR GUAC' SQUAD:

NAVIGATING CO-TEACHING DYNAMICS BETWEEN SECONDARY CORE CONTENT AND ENGLISH LANGUAGE LEARNING TEACHERS

A Capstone Project

Presented to

The Faculty of the School of Education and Human Development

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Doctor of Education

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by

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Abstract

Many U.S. schools have explored English Language Learning (ELL)-based co-teaching instruction as a culturally and linguistically relevant practice when serving bilingual or multilingual English Learners (ELs). Yet, research has indicated that the core content (CC) and ELL co-teachers within this co-teaching dynamic have different experiences when implementing it in classrooms due to experiences with incomplete understandings and use of ELL-based co-teaching. This study considers the experiences of the CC and ELL co-teachers in SCHS, a rural-adjacent Virginia high school. While SCHS increased the use of ELL-based co-teaching and professional learning opportunities (PLO) as part of its instructional reframing to support ELs, the feedback from the co-teachers alludes to incomplete support, incomplete understanding, and incomplete use of ELL-based co-teaching. The study uses transformative learning theory and change theory to conduct a four-month exploratory comparative case study around a small sampling of CC and ELL co-teachers' partnership experiences when implementing ELL-based co-teaching. A combination of questionnaires, a focus group interview, and document analyses generated data that explores the ELL-based co-teachers' experiences with learning and implementing co-teaching after participating in co-teaching-based PLOs. This research illuminates support, change, and improvement within the ELL-based co-teaching partnership experience. Recommendations suggest providing content-area support to co-teachers when working on co-reflection within the collaborative instructional cycle (CIC) in PLOs, giving intentional support for teachers who are novice to ELL-based co-teaching, and inviting co-teaching reflection from peers and students on the quality of the ELL-based co-teaching partnerships.

Keywords: multilingual English Learners, EL, ELL co-teaching, professional learning opportunities, transformative learning theory, change theory, adult learning, reflection, high school, secondary level education, teacher leaders

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DEDICATION

To my family -lost, gained, and found- for their continual love and support through the years to make this possible.

To my friends who supported me and reminded me this was possible.

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Chapter 1

Introduction

Statement of the Problem

U.S. schools continue to explore how to implement instructional practices for diverse learners qualifying as bilingual or multilingual English Learners (ELs) (Faulkner-Bond et al., 2012). Within the decade, K-12 teachers across the U.S. have such instructional opportunities as an asset to serve ELs in schools (National Center for Education Statistics [NCES], 2020; NCES, 2021; NCES, 2022; United States Department of Education [USDOE], 2021). Among the culturally and linguistically responsive practices teachers can access through professional learning opportunities (PLOs) (Lucas & Villegas, 2010; Tran, 2014), co-teaching is an accessible point of EL-driven pedagogy (Calderon et al., 2019; Dove & Honigsfeld, 2017; Villa et al., 2013).

However, teachers are experiencing an incomplete and unsatisfied co-teaching experience for ELs (Peercy et al., 2017; Tasdemir & Yildirim, 2017). Unsuccessful circumstances within a core content (CC) and English Language Learner (ELL) teachers' co-teaching dynamic seem to affect the overall ELL-based co-teaching experience (Bauler & Kang, 2020; Krammer et al., 2018; Pawan & Ortloff, 2011). Some factors in the interpersonal and professional dynamic within this co-teaching relationship range from CC teachers feeling underprepared by PLOs to teach ELs (Berg et al., 2012; Peercy & Martin-Beltrán, 2012; Pappamihiel & Lynn, 2016; Turgut et al., 2016) to ELL teachers having to balance their personal learning needs as well as their co-teacher and students' learning (Russell, 2012; 2014). Still, there is the potential for the relationship between the CC and ELL teachers' co-teaching experience to enable the co-teachers' needed PLOs to make the co-teaching experience successful (Bauler & Kang, 2020).

Context to the Problem of Practice

Co-teaching between CC and ELL teachers is a current instructional practice at Small City High School[1] (SCHS), a rural-adjacent suburban school in Virginia with a diverse student population in terms of socio-economic status, birth country, represented home cultures, and spoken languages. It generally serves just under 2,000 students as of the 2024-2025 school year. According to district metrics, over 16% of the student population locally qualifies as an EL. With the state of Virginia reporting nearly 10% of its total K-12 students as ELs (NCES, 2021; USDOE, 2021; NCES, 2022), SCHS is in an ideal and unique situation to focus on the quality of ELL-driven instruction. Like other Virginian schools (NCES, 2021; USDOE, 2021; NCES, 2022), ELs' achievement at SCHS is measured by multi-faceted benchmarks, including high-stakes testing from Virginia's Standards of Learning (SOLs) for core content classes and English Language Learning (ELL)-based standards through the WIDA Access 2.0 test (Bauler & Kang, 2020; WIDA Consortium, 2020; VDOE, 2018; 2019; 2022a).

Co-teaching is used as an instructional practice at SCHS because the ELL department teachers, school administrators, and district-level leaders have noticed, since the 2016-2017 school year, an increasing number of ELs experiencing limited access to content and success reaching graduation-required criteria. These stakeholders also observed limited socializing between EL-qualified and non-EL students, which resulted in conflicts between student populations and ELs' negative perspectives of school belonging. The district and school have since undergone attempts to counter institutional marginalization. SCHS has undergone a significant instructional reorganization and is using PLO to support the change. In addition to the

[1] All presented names of schools and people are pseudonyms.

increase in co-teaching instruction, the school is also supporting PLOs that intend to change the teachers' professional knowledge to counter systemic biases and sociocultural hierarchies.

Despite many students qualifying as ELs at SCHS, fewer than 10% of the total 158 teachers and staff are state-certified for ELL; there are three CC teachers currently working within the 2024-2025 school year who have completed the state-required Praxis exam to add an English as a Second Language (ESL) endorsement to their teacher licenses. The majority of the state-certified teachers are based in the ELL department. The ELL teaching staff consists of ten in-service teachers and two teaching assistants, with years of teaching experience ranging from 1 to 18 years.

For transparency and beginning positionality, I will clarify that I am a part of the ELL teaching staff. I have worked in multiple ELL departments for nine years through different instructional models within various classroom dynamics to serve ELs. At this time, I am within a collaborative model that positions in-class ELL-based co-teaching instruction above other forms of instruction. In doing so over the years, I have had positive experiences as an ELL co-teacher, often during the happy hour at local restaurants after school: I would talk with my CC co-teachers to establish and navigate the work within collaborative partnerships, forming collaborative "guac' squads" oriented around seeing ELs learn and succeed in class.

While many CC and ELL teachers have expressed wanting to support the students, when asked about their use of ELL-based co-teaching, local sources of pre-emptive data have uncovered differing perspectives. CC and ELL teacher comments have, since my start at SCHS, made positive references to the role ELL teachers play as, according to district-normed terminology, collab[oration] partners in core content areas. Yet, SCHS has seen a high turnover in ELL staffing during the past nine years. 13 ELL teachers have changed positions or left within

that time, with 12 of them informally reporting burnout and dissatisfaction with the school's responses to ELL teacher needs. Compared to other departments within SCHS, this reason-associated number is high. School administrators and ELL teachers' comments have also noted unfulfilled ELL staff positions throughout the nine years; this follows statewide trends of understaffed ELL teacher positions (VDOE, 2022b). A 2022 interview with the SCHS English Language Arts (ELA) department head indicated department-generated disillusionment with prior iterations of ELL-based co-teaching, as the collaborative dynamics were often affected by limited time, limited ELL teachers or understaffed ELL teacher positions in comparison to the school departments' sizes and shifting needs for ELL teachers with the arrival of new students throughout the year. Within the last seven years, some ELL teachers have raised concerns about being "glorified teaching assistants" within their collaborative classrooms. ELL teachers also commented on tensions with designated ELL-based co-teachers throughout the school year due to differences in professional approaches, despite having positive comments about the co-teacher "as a person." One ELL teacher has since avoided co-teaching instruction to the point of seeking employment in another capacity in lieu of accepting more collaborative assignments. Findings about co-teaching experiences during the 2022-23 school year's initiating ELL-based collaboration PLO showed that two out of six CC teachers and two out of four ELL teachers self-reported "somewhat unproductive" or "very unproductive" collaborative experiences.

Problem of Practice

Efforts to support course-designated CC and ELL co-teachers with ELL-based co-teaching instruction began in earnest at SCHS during the 2022-2023 school year with a teacher leader-led professional learning opportunity (PLO). It was designed as a long-term monthly workshop series for the school year. Though the series stopped in the school year's second

semester, the participating teachers informally reported positive and constructive feedback (see Table 1.1).

Table 1.1

Informal Feedback on Small City High School's Formal Professional Learning Opportunities (PLOs) for Co-teaching Experiences, According to Core Content (CC) and English Language Learning (ELL) Teachers, 2022-2024

Facilitated PLO	Reported CC and ELL Teachers' Experiences as PLO Participants	Reported Effects on CC and ELL Teachers' Practices
Monthly whole group & small group workshop for ELL-based collaborative teaching and partnerships, 2022-2023 school year	Interest & Productive conversations Relevance to teacher needs Limited / No time availability for participation or facilitation Limited scheduled availability of sessions	Interest in Co-Teaching Incomplete PLO support offering Isolated pairings / small networks of conversation Interrupted network-making
Monthly whole group & small group workshop for EL and Special Education-based collaborative teaching and partnerships, 2023-2024 school year	Irrelevance to classroom needs Disinterest and/or Frustration with topic Limited / No time availability for participation or facilitation Limited scheduled availability of sessions	Interest in Co-Teaching Disinterest and/or Frustration Incomplete PLO support offering Interrupted resources for co-teacher rapport and/or classroom support

For the following year, the co-teaching PLO was offered again with a SCHS administration-driven expansion to support Special Education (SpEd)-based co-teaching collaboration. The resulting PLO series was paused during the first semester due to administrative and facilitators' concerns that the school year's iteration of the series led to SpEd and ELL-based co-teaching's respective needs overshadowing each other. CC and ELL co-teachers also informally reported constructive feedback on their experiences (See Table 1.1). This long-term workshop-styled PLO restarted in the 2024-2025 school year, focusing on supporting only ELL-based co-teaching between CC and ELL teachers. Still, SCHS CC and ELL teachers continue navigating difficulties with the co-teaching dynamic for ELL-based instruction. The current ELL-based co-

teaching experience shows incomplete understandings and PLOs supporting co-teaching implementation, as well as insufficient levels of professional respect, productivity, and effectiveness in the co-teaching relationships.

The current visions and mission statement of the SCHS district present a goal for all students to be learners engaging with "authentic, challenging, and relevant" opportunities to end predictive trends in student achievement. The cumulative message means that the district wants to support student access to learning so that the students can achieve their post-educational goals while lessening achievement gaps among students in schools. One of SCHS' contextual approaches toward this goal is offering course-specific co-teaching as an instructionally dynamic method between ELL and CC teachers for ELs' learning, academic access, and achievement. Yet, the current collaborative dynamic between CC and ELL teachers at SCHS has provided evidence of ELL-based co-teaching being incompletely understood, incompletely implemented, and incompletely supported. SCHS teaching and administrative stakeholders have concerns surrounding CC and ELL co-teacher experiences, collaborative teacher attrition, and PLO access. Questions arise regarding how ELL-based co-teachers' learning experiences can be supported to a transformative level, which impacts the changes to their professional knowledge (Cox, 2015; Mezirow, 1990). Hopefully, through careful analysis of the CC and ELL co-teachers' experiences with local ELL-based co-teaching PLOs, and the co-teachers' resulting experiences with ELL-based co-teaching in the classroom, SCHS will be better able to support productive ELL-based co-teaching experiences. The following question will guide site-relevant research, data collection, and analysis: how do CC and ELL teachers, who have participated in co-teaching-oriented PLOs, experience co-teaching partnerships in practice?

Significance of the Study

Prior research regarding ELL-based co-teaching (Brawand & King, 2017; Calderon et al., 2019; de Oliveira, 2019; Dove & Honigsfeld, 2017) has produced an understanding of different facets. Research has suggested the initial and ongoing needs for CC and ELL teachers to implement co-teaching successfully (Peercy & Martin-Beltrán, 2012; Pappamihiel & Lynn, 2016; Turgut et al., 2016; Vintan & Gallagher, 2019). Research has also identified co-teacher traits that can support or hinder effective co-teaching practices (Giles & Yazan, 2020; Peercy & Martin-Beltrán, 2012; Pesonen et al., 2021; York-Barr et al., 2007). There has also been interest in identifying the value of teacher agency when selecting co-teaching partners (Krammer et al., 2018). Besides the observed student-teacher patterns of action and behavior during ELL-based co-teaching instruction in classrooms (Bauler & Kang, 2020; Hansen-Thomas et al., 2021), studies have also examined ELL-based co-teachers' experiences, attitudes, and perspectives as elements while co-teaching (Pappamihiel & Lynn, 2016; Vintan & Gallagher, 2021). These studies have cumulatively found that ELL-based co-teachers can be unfamiliar with instructional practices and resources for ELs, have a range of professional learning about instructional practices and resources to support ELs, and have differing co-teaching experiences. But not every element affecting the ELL-based co-teachers' classroom has yet been considered. This current study aims to understand the ELL-based co-teaching partnership experience by using the co-teachers' learning through experiences, attitudes, and perspectives in an integrated and cohesive way.

Current research on ELL-based co-teachers' experiences, attitudes, and perspectives with co-teaching has so far begun making connections between the co-teachers' different knowledge of co-teaching components and their active use of them (Pappamihiel & Lynn, 2016; Vintan &

Gallagher, 2019). These studies persistently call for a co-teacher's willingness to learn, adapt, or be flexible regarding professional learning and instructional practices as part of effective co-teaching experiences. The studies on which traits enable and/or inhibit effective co-teaching practices present their findings as though the traits are determined after co-teachers' interpersonal relationships have been established (Giles & Yazan, 2020; Peercy & Martin-Beltrán, 2012; Pesonen et al., 2021; York-Barr et al., 2007). The studies' findings, however, inadvertently position the enabling and inhibiting traits within the co-teaching experiences as potential dichotomies that remain static for the duration of the partnership. There is a burgeoning interest in the ELL-based co-teachers' learning and meaning-making of successful co-teaching when navigating resources, instructional implementation, and their respective co-teaching partners as evolving factors (Ford-DeWaters, 2017; Michaelian, 2017). However, this section of co-teaching literature remains small and niche.

Research that approaches the facets of ELL-based co-teachers' learning experiences, resource navigation, instructional implementation, and co-teaching partner dynamics will need to focus on the intersection of professional learning, professional knowledge, and professional interpersonal rapport. This study will examine the ongoing and dynamic nature of interactions that co-teachers have to learn and then (re)act on their learning. The experiences in learning about co-teaching, the supports of co-teaching as an instructional practice, and the experiences in an ELL-based co-teacher's interpersonal relationship with their co-teaching partner are all equally relevant to the parameters of this study. The qualitative efforts to track and understand the ongoing teacher responses from their learning to their teaching and throughout their co-teaching partnership will be similar to other available studies but differ in the level of comprehensiveness (Giles & Yazan, 2020; Peercy & Martin-Beltrán, 2012; Pesonen et al., 2021;

Vintan & Gallagher, 2021). This study plans to track the co-teachers' thoughts, actions, and reflections in a comprehensive way with the use of document analysis, questionnaires, and a focus group interview. Document analysis of teachers' journaling submissions and lesson planning materials will examine the teachers' processing of their instructional practices. Using intermittent qualitative questionnaires and a focus group interview will offer insight into the teachers' thinking and reasoning.

Ultimately, this study will collect data, produce findings, and generate recommendations for school stakeholders invested in successful ELL-based co-teaching practices as an ongoing and transformative experience. There is also potential to understand better how the ELL-based co-teaching experiences can be shaped by stakeholders seeking to repair impeded co-teacher dynamics. While the context of the study is within a high school setting, there may be transferrable benefits to ELL-based co-teaching stakeholders in middle and elementary schools.

Key Terms and Definitions

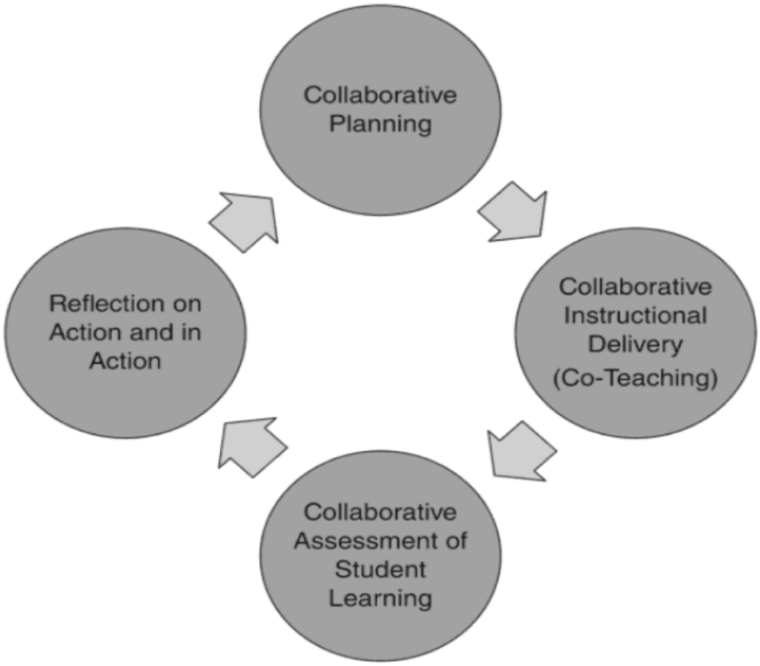
I use the following definitions as I study ELL-based co-teaching partnership experiences:

Change Agents. A change agent is an individual who influences the reflective practices of another person who is evaluating the actions toward change (Banegas et al., 2023). The use and influence of a change agent as a contributing factor to the rate and adherence of change is important. Change agents are influential due to their respective knowledge or ability within a topic or their credibility regarding the risk factors of change (Rogers, 2003, p. 328)

Core Content Teacher. CC teachers are educators expected to instruct the secondary school's student population in content-specific subjects with professional knowledge and instruction (Mills et al., 2020; Reeves, 2006; Russell, 2014; Von Esch & Kavanagh, 2018).

Figure 1.1

The Collaborative Instructional Cycle (CIC)



Note. Image taken from "Co-Teaching for English Learners", Dove and Honigsfeld, 2017.

Collaborative Instructional Cycle. CIC is the cyclical use of four interrelated phases to "maximize teacher effectiveness and impact on ELs' language acquisition, literacy learning, and content attainment" (Dove & Honigsfeld, 2017, p. 9). The four interrelated phases are titled "Collaborative Planning," Collaborative Instructional Delivery (Co-Teaching)," "Collaborative Assessment of Student Learning," and "Reflection on Action and in Action" (See Figure 1.1). These are the processes by which ELL-based co-teachers collaboratively plan, instruct, assess, and reflect. If one phase is disregarded or neglected, there are disruptions to the "continuity of the cycle [which] negatively impact student learning" (Dove & Honigsfeld, 2017, p. 9).

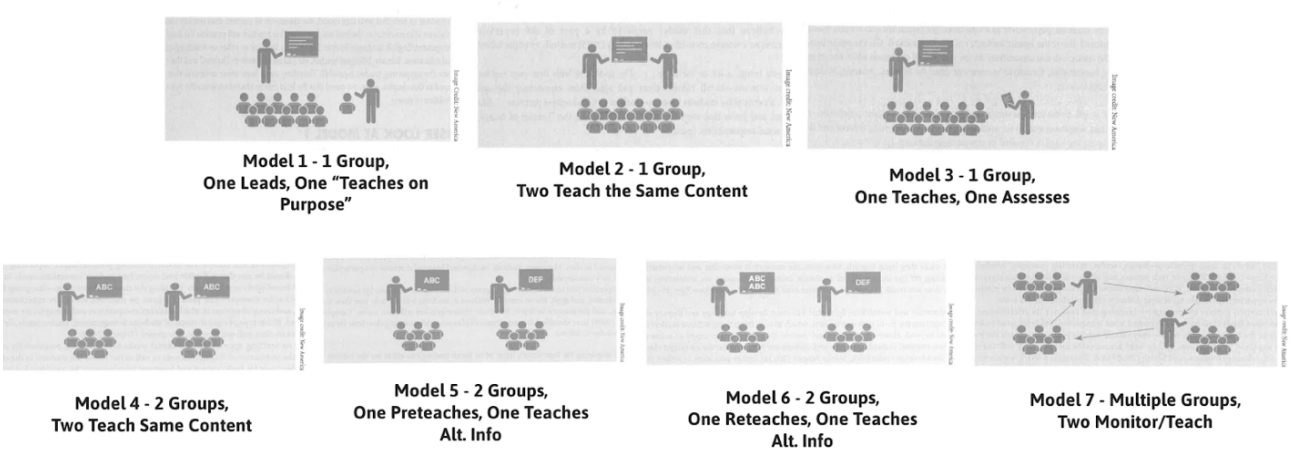
EL. An English Learner is a bilingual or multilingual student recognized by the school district to be eligible for English as a Second Language (ESL) services as they acquire English as an additional language apart from their home language(s) (Martínez, 2018).

English Language Learning Teacher. ELL teachers are licensed educators with an English as a Second Language (ESL) endorsement; ideally, the ELL teachers have the professional knowledge, instruction, and supports to teach ELs for achievement across both academic and ELL-based standards, but neither coursework nor training is state-required (Virginia Department of Education [VDOE], 2012).

ELL-Based Co-Teaching. ELL-based co-teaching can be defined in many ways. Calderon et al. (2019, p. 81) see it as an opportunity for the CC and ELL teacher to "combine expertise and talents to make instruction comprehensible for ELs." de Oliveira (2019, p. 405) links the act of co-teaching with "embedded professional development option[s] for in-service teachers." Dove and Honigsfeld (2017, p. 9) summarize it as work with "no distinction between the EL [and] general education teacher; both work with the entire class on mastery of content and language acquisition objective." Ultimately, it is an instructional experience in which the CC and ELL teacher are equal partners who combine expertise and professional knowledge to collaboratively instruct ELs (Hargreaves & O'Connor, 2018) using the collaborative instructional cycle (See Figure 1.1). This instructional practice originates in Special Education (SpEd)-based co-teaching practices and reflects a shared use of various models to appropriately serve the instructional and assessment needs of the classroom (See Figure 1.2). Co-teaching practices stipulate a successful understanding of the collaborative instructional cycle, which utilizes functioning co-teaching partner relationships, for the ELs' academic success (Calderon et al., 2019; Dove & Honigsfeld, 2017).

Figure 1.2

The ELL Co-Teaching Models



Note. Images taken from "Co-Teaching for English Learners", Dove and Honigsfeld, 2017.

The ELL Co-Teaching Models. These seven models are arrangements of instructional delivery that have intentional purposes with intended outcomes (Dove & Honigsfeld, 2017). Such flexible arrangements of student-teacher interactions and lessons can support student learning (Stewart & Hansen-Thomas, 2019). The visual given in this study describes the total number of student groupings in relation to the co-teachers and the goal of the individual co-teachers (See Figure 1.2). The same types of co-teaching instructional models, or slight variations thereof, can also be arranged to express the intended co-teaching style conducted between the co-teachers, whether "Supportive," "Parallel," "Complementary," or "Team teaching" (Villa et al., 2013). While the research in this study may reference both naming habits for co-teaching models, this study will reference the terms and model number ordering taken from Dove and Honigsfeld (2017), as it is a resource from SCHS.

Professional Knowledge. Professional knowledge for a teacher is the structured culmination of guiding methodologies, perspectives, and experiences across the teacher's

technical, (inter)personal, and social boundaries in the classroom that shape the on-goings with classroom instruction, interactions, and arrangement (Hargreaves, 2000). Within the measure of both an art and a science, it is the current "knowing [of] one's subject" (Hoyle & John, 1995, p.63) as a teacher of content and as a professional educator that justifies, supports, and guides the teacher's reasonings and actions in the realms of responsibilities to their day-to-day classes (Hargreaves, 2000).

Professional Learning Opportunities. "PLO" implies a teacher's active internal processing and meaning-making through formal or informal interactions with a topic (Evans, 2019; Learning Forward, 2011;2022; Levin & Schrum, 2016; Mezirow, 2000; Timperley, 2011; Thacker, 2017; Wells, 2014). This interaction occurs at a point of transformative learning, necessitating changes to teachers' perspectives and habits (Mezirow, 2000; Rohlwing & Spelman, 2014) while using models of collaborative inquiry (Kennedy, 2014; Timperley, 2011). Many SCHS teachers may still commonly refer to formalized and some informalized PLOs as "Professional Development" or "PD," a legally stipulated term that has come to have negative connotations (Anderson & Olsen, 2006; Congressional Research Service, 2022; Elementary and Secondary Act of 1965, 1966). These connotations are due to decades of passive, systemic delivery and participation of "fixes" in PDs for classrooms, students' academic achievement, and teacher needs (Timpereley, 2011). The distinctions between formal and informal PLOs and PD is explored more fully in Chapter 2's literature review. This study considers all active learning opportunities as "PLO" in analysis.

Chapter 2

Relevant Literature

Theoretical Framework: Transformative Learning and the Potential to Change

Foundations of Transformative Learning

Using PLOs to facilitate CC and ELL co-teachers' changes to their instruction practices seems to necessitate changes in their professional knowledge at a transformative point of learning. Transformational learning is the "process of learning through critical reflection which results in the reformulation of assumptions…learning includes acting on these insights" (Mezirow, 1990, p. 19). The transformative instance during the reflection of co-teachers' learning is understood as a crucial moment to initiate change.

Mechanisms of Change in Transformative Learning and Professional Knowledge

Considering how teachers navigate their work through the context of their individual practices and beliefs, it seems that change theoretically occurs within teachers' culmination of professional knowledge (Knowles et al., 2011; 2014; Rohlwing & Spelman, 2014; Strom, 2014). The change by transformative learning adjusts the culmination of the teachers' professional knowledge that impacts their subsequent instructional decisions (Cox, 2015; Mezirow, 1997; 2000). This effect adds to the value of reflecting on professional knowledge during PLOs, as professional knowledge is an actively responsive culmination, or system, of information (Cox, 2015; Zhang & Cook, 2019). But, the critical reflection of such a comprehensive system to the point of transformative change also entails a lengthy engagement with learning (Cordingley, 2015; Garet et al., 2001). Salas (2017) explains that a system, when faced with change, "will always attempt to stay at equilibrium [with minor shifts to adapt and integrate the change] or counteract the change" (p. 7). It can then be understood that as teachers acquire newer practices

and beliefs through PLOs, they have to actively negotiate their current system of professional knowledge driving their classroom teaching; this results in some evolution in the teachers' understanding of the classroom space and student's learning experience (DeCapua et al., 2018). So, ELL-based co-teachers positioned to make changes to their ELL-based co-teaching and co-teaching partnerships could either do so by reflectively engaging with their professional knowledge and negotiating how to make those changes or not do so at all.

Applying Change to Systems within Co-Teaching

It is important to acknowledge the ways in which CC and ELL co-teachers move from reflecting and learning in PLOs to facilitating changes to instructional practices by processing the changes and evaluating the merit of change within their co-teaching. This process seems to mirror implementing changes at a school-wide level because both teacher-specific and school-wide spaces establish a need for change through professional knowledge, which is then implemented and evaluated for some degree of impact (Hoyle & John, 1995; Jung & Lippitt, 1966). Jung and Lippitt's (1966) theoretical analysis defines a planned change in schools as the research and problem-solving process to adapt an action in response to a perceived concern. These researchers then explain how such a change can be enabled or hindered by access to key resources. Rogers (2003) elaborates on the theory of innovation that change addresses a perceived need with a desire to implement, evaluate, adjust, and ultimately incorporate a solution. The meta-analysis on innovation and change notes that whether the change occurs in parts or as a systematic whole, the enactor of the change uses reflective observation and modification to evaluate the change's impact (Rogers, 2003). The enactor seems to maintain a sense of individual agency throughout using and assessing the implemented change, even when working with a change agent. As a reminder, a change agent is a respected and/or credible

individual who influences an enactor's reflective practices, which evaluate the actions toward change (Banegas et al., 2023). This understanding implies that changes in schools are intentionally brought about by the relevant person or people seeking change, and they can be supported by an individual respected for their abilities, knowledge, and/or familiarity with the context. So, administrative teams may enact changes at a school-wide level; still, CC and ELL co-teachers must be the ones, possibly with additional support or modeling from a change agent, to enact the change based on their reflection-driven evaluation of the classrooms' needs.

Implications of the Theoretical Framework

Change management models present how CC and ELL co-teachers can enable and maintain changes (Wlodarsky, 2018). It is evident that the change model designs acknowledge the person's use of input while undergoing the change, the person's ongoing responses toward the change, and the factors that prevent and accelerate the change. Orientating PLOs around an informed framework of change management to CC and ELL co-teachers' professional knowledge can promote recognition of teacher agency when teachers change classroom instruction; PLOs could also enable teachers' reflection and learning of knowledge for classroom experiences with access to resources. With reflection as a pivotal part of transformational learning, PLOs can use a framework for change alongside change agents for CC and ELL co-teachers as adult learners (Cox, 2015; Levin & Schrum, 2016; Rohlwing & Spelman, 2014).

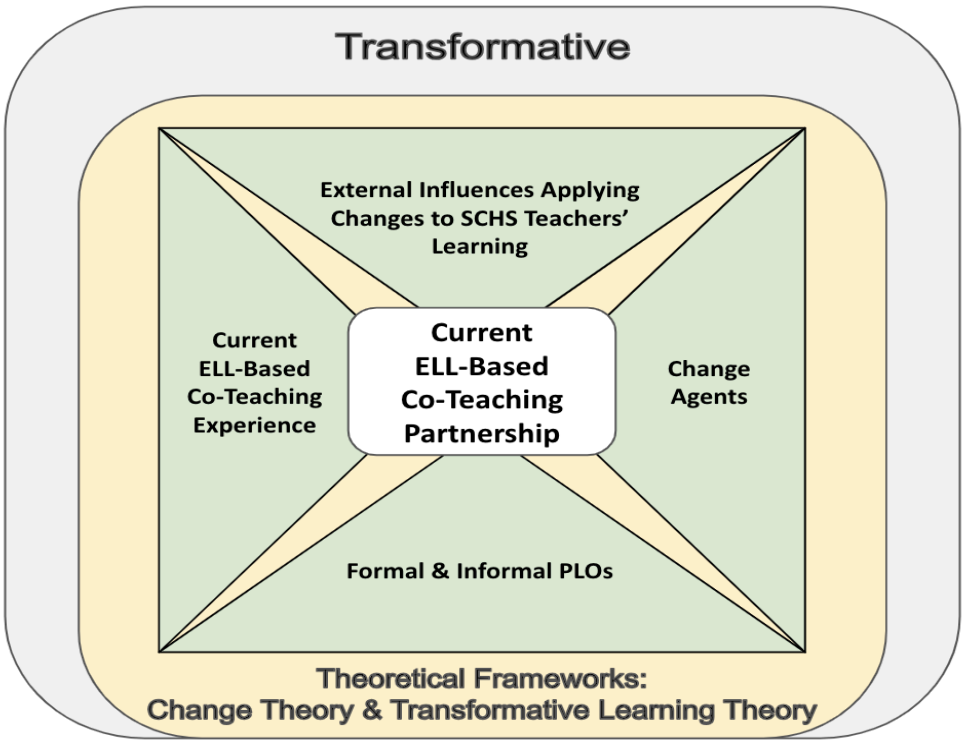
Conceptual Framework

The context at SCHS presents school-based attempts to respond to an ongoing concern about the ELL-based co-teaching experience. There is a need to examine how the CC and ELL co-teachers are experiencing their learning through available PLOs and the resulting co-teaching dynamics in their partnership during their assigned collaborative work. I developed the following

conceptual framework (see Figure 2.1) to explain the convergence between the local problem of practice for CC and ELL co-teachers and my research.

Figure 2.1

Conceptual Framework



The following sections explain the dynamics between the components of the conceptual framework, the theoretical framework, and the literature on co-teaching.

Transformation

A transformative paradigm greatly shapes my study. Transformative paradigms orient research around "a political change agenda to confront social oppression at whatever levels it occurs" (Creswell, 2014, p. 9). Mertens and Wilson (2018, p. 160) argue that a transformative perspective is needed to counter persisting institutional inequities. The grey transformative section serves as the overarching basis for the problem of practice at SCHS, where the school is

continuing to confront its biases and institutionalized hierarchies around language and curriculum access.

Changes during Transformational Learning

Change Theory and Transformative Learning Theory are appropriate theoretical frameworks for this study because individuals countering social oppression through their work do so from a deep and reflective grounding for changing biased systems (Delgado & Stefancic, 2005; Mertens & Wilson, 2018). The purpose and use of instructional changes from CC and ELL co-teachers may rest on teachers' respective understanding of the teachers' role in the complicity or the resistance of institutional inequities in classrooms for ELs. Apart from the larger-system changes (policy changes and course-selection reframing), SCHS ELL-based co-teachers' respective professional knowledge may undergo transformational changes. At the same time, they navigate different learning opportunities and the resulting knowledge's use in co-teaching instruction.

External Influences Applying Changes to SCHS Co-Teachers' Learning

At SCHS, ELL-based co-teaching partnerships became more commonplace as teachers and administrators recognized that ELs were being institutionally marginalized. The primary factors to the co-teaching partnerships at SCHS are represented by four converging green triangles that form another geometric basis; they represent how these factors distinctly but mutually affect each other through the process of change and transformation, despite the gaps that recognize the lack of clarity in how they do so. The top and bottom green triangles in Figure 2.1 recognize how the occurring frameworks of change have been packaged as division and school policy changes, institutional reframing, PLO experiences, and other points of conversation that revolve around the teachers' professional learning experience at SCHS. The

recent PLO focuses include topics like Culturally Responsive Teaching, Literacy, Differentiation, and Co-Teaching. The green arrows show that the ELL-based co-teachers, both CC and ELL teachers, are also affected by the circumstances of these external influences and professional learning experiences and that their experiences with the professional learning impact their experience in their partnerships in some way.

Change Agents

The right-hand green triangle is the role I shared with other SCHS staff as a teacher leader facilitating ELL-based co-teaching PLO within the partner site. This section recognizes the potential impact of change agents (Banegas et al., 2023; Rogers, 2003). Banegas et al. (2023) note that research similar to my own can hold space for teachers to access reflective practices and allow change agents to enable learning, as it "allows the conflation of praxis, agency, and professional growth" (p. 12). The ultimate goal for these teacher leaders engaging with ELL-based co-teachers' learning and co-teaching partnership experiences is that the ELL-based co-teachers learn to impact classroom instruction for the sake of ELs' learning experiences. But how the teacher leaders as change agents do so needs to be revealed more fully.

The Current ELL-Based Co-Teaching Experiences

The current co-teaching experiences for the ELL-based co-teachers is another triangle that influences the focus for transformative change and learning of co-teaching partnerships at SCHS. It offers another visible culmination of multiple conversation points currently happening at SCHS. The act of co-teaching by completing the collaborative instructional cycle provides dynamic opportunities for the co-teachers to learn and collectively dismantle oppressive features of traditional classrooms (Kolano et al., 2014; Lucas & Villegas, 2010; Martínez, 2018; Tran, 2014). The co-teachers' reflective processing and its influence on the current ELL-based co-

teaching experience emphasize how the co-teachers can fully complete the cycle of co-teaching to make informed decisions that benefit students (Calderon et al., 2019; de Oliveira, 2019; Dove & Honigsfeld, 2017). As it stands, ELL-based co-teaching can work to satisfy the content and language demands of the ELs, as well as the instructional needs of the teachers in the classroom (Dove & Honigsfeld, 2017). But as the school's CC and ELL teachers are navigating these conversations and systematic changes to counter biases and sociocultural hierarchies from the lens of their own prior experiences, there is also a lack of clarity regarding how the policies and PLOs affect the ELL-based co-teaching experience, and the resulting partnerships. If the reflective processing within the cycle does not occur nor persist, the impact of transformative learning and change on the co-teaching experience will be limited anyway (Cox, 2015; Carley Rizzuto, 2017; Rohlwing & Spelman, 2014). The current ELL-based co-teaching experiences are as influenced by the other associated green triangles as a co-teacher is willing to allow. Still, all of these experiences have an equally direct impact on the ELL-based partnership at the heart of the work.

The ELL-based Co-Teaching Partnership

At the heart of transformative change and learning, the ELL-based co-teaching partnership is the space for the individual teacher's interactions with the dynamics of the co-teaching experience, their ELL-co-teacher's learning experiences, the influence of change agents, and the impact of PLOs. Like everything else, the partnership itself is anchored within the connections to change theory and transformative learning (Cox, 2015; Rogers, 2003; Rohlwing & Spelman, 2014). While the ELL-based co-teaching partnership is influenced by the four framework factors only as much as the individual co-teacher is willing to allow, the outcomes of the partnership affect these factors freely. By positioning the current ELL-based co-

teaching partnership at the center of the framework, it exists within a series of ongoing dynamics while also influencing the co-teachers' professional learning, professional knowledge, and classroom instruction (Dove & Honigsfeld, 2017; Harrison & Lakin, 2018; York-Barr et al., 2007).

The CC and ELL co-teachers could lean into the co-teaching partnership and resulting relationship that they have because of their learning experiences navigating changes, co-teaching, and PLOs with the support of change agents (Calderon et al., 2019; Dove & Honigsfeld, 2017). However, they could also maintain levels of professional isolation and separation that limit the relationship and reflective processing's impact on the classroom (Bauler & Kang, 2020; Pawan & Ortloff, 2011). The individual co-teachers may view and navigate the ELL-based co-teaching partnership differently. The respective co-teachers' entering (in)experiences with ELL-based co-teaching and the relevant instruction and supports affect how they initiate and maintain collaborative dynamics (Banegas et al., 2023; Dove & Honigsfeld, 2017; Mellom et al., 2018; Rogers, 2003).

Literature Review

There is a need to understand how CC and ELL teachers connect their participation in co-teaching-based PLOs to their implementation of co-teaching. When considering the use and processing of the formalized and informalized PLO supports for implementing co-teaching, the reception of the learning by the CC and ELL teachers as adult learners may play a factor in their co-teaching implementation. The following literature gives nuance to the types of PLOs and explores how CC and ELL teachers connect their experiences within formalized and informalized co-teaching-based PLOs to their learning and ultimate implementation of co-teaching. The literature review then considers how, after PLOs, CC and ELL co-teachers 1)

process co-teaching PLOs as adult learners, 2) require appropriate reflection of their experiences before shifting the learning of co-teaching into practice, and 3) respond within the co-instructional experience alongside a peer and towards the peer's respective experiences.

Understanding Formal Versus Informal PLOs

There is a benefit in knowing how CC and ELL co-teachers access transformational learning through formal and informal PLOs and make use of it through their instruction. According to prior research, formal PLOs provide structured opportunities for teachers to engage with their professional experiences with the intent to reflect and transform current practices (Timperley, 2011; Thacker, 2017). But PLOs also encompass more informal learning dynamics (Evans, 2019; Mezirow, 2000; Molle, 2013; Wells, 2014). The informal PLOs can include collaboration opportunities, collegial peer interactions, mentorships, or coaching from teacher leaders (Heineke, 2014; Levin & Schrum, 2016; Papola-Ellis & Heineke, 2020; York-Barr et al., 2007). Evans's (2019) research also considers that professional learning may occur implicitly, to the degree that the learner "is unaware at the time of its occurrence, but of which [they] may (or may not) subsequently become aware" (p. 6). These ideas suggest that the type and extent of PLOs are possibly wider than what can be pre-emptively described here. This understanding expands the expected parameter of navigated PLOs from what was previously defined.

The purpose of formal PLOs has some origins from legally stipulated opportunities in the U.S. called "professional development" or "PD" that sought to improve teachers' professional knowledge regarding instruction and data use (Congressional Research Service, 2022; Elementary and Secondary Act of 1965, 1966). In time, iterations of PD seem to have developed negative connotations at national, state, and local levels due to decades of unsatisfactory "fixes" to students' academic achievement and teacher needs (Timpereley, 2011). Using passively

enacted and received PD (Stewart, 2014) may reportedly lead to logistic-heavy collegial meetings that are "alienating" and "intermittent" PD sessions that are "not very productive" (Anderson & Olsen, 2006, p. 363-364). Still, "PD" persists in some educational dialogue and research as a common term for teachers' learning experiences (Evans, 2019; Thacker, 2017; Tran, 2014).

Navigating Co-Teaching-Based PLOs as Adult Learners

CC and ELL co-teachers may connect their experiences with co-teaching-oriented PLOs to their co-teaching implementation if the PLOs can satisfy their needs as adult learners processing instruction and reflection alongside a collegial peer. The theory establishes the teaching of adult learners, andragogy, using guiding principles and practices that recognize the adult learner as a self-accountable individual willingly engaging with their learning experience and using prior life experiences as the basis for that continued learning (Knowles et al., 2014; Rohlwing & Spelman, 2014; Strom, 2014). The assumptions in andragogy define the characteristics as learner-driven and learner-sustained (Knowles et al., 2014; Rohlwing & Spelman, 2014) by grounding the adult learners' use of autonomy, reasoning, and relevance with their learning (Cox, 2015). Rohlwing and Spelman (2014) differ from Knowles et al. (2014) by including the social context of the learning experience as an influential factor in adult learning. Synthesized findings from Holyoke and Larson's (2009) teacher survey post-coursework completion note the personalized connections, sustainable motivation, and relevance, as well as interpersonal opportunities with peers, as found factors to adult learners' readiness to learn, orientation to learning, and motivations to learn. York-Barr et al. (2007) also present findings that link the interpersonal component to adult learning. They find successful collaboration experiences between co-teachers as adult learners occur when co-teachers frequently engage in

"intellectually and interpersonally adaptive interactions – the learning conversations" (York-Barr et al., 2007, p. 325). They also note that ongoing and instructionally relevant collaboration could offer "…job-embedded professional development that holds great potential to improve teacher knowledge and practice" (York-Barr et al., 2007, p. 305).

The researchers' positioning of collaboration as a relevant and ongoing PLO experience based on collegial interaction highlights many other previously presented characteristics and preferences for adult learning. A two-year mixed-methods study (Mellom et al., 2018) researching EL-driven instruction-based PLOs' effect on U.S. Southern teachers' ELL-based instruction marks some improvement of teachers' thoughts towards instructional changes when using collegial interaction; the study uses a week-long formal PLO course that required sustained teacher-peer conversation and a one-year post-formal PLO experience in which there were monthly "check-ups" and reflective journaling (Mellom et al., 2018, p. 100). Mellom et al.'s (2018) study noted the use of both formal and informal PLOs as a means of satisfying an adult learner's need for sustained relevance to instruction among peers (Holyoke & Larson, 2009; Knowles et al., 2014; Rohlwing & Spelman, 2014; Strom, 2014).

These findings provide some clarity regarding what learning characteristics to anticipate for CC and ELL co-teachers as adult learners in co-teaching-based PLOs: these teachers might have independently-held and internally-orienting processes. Their current professional knowledge regarding ELs and ELL-based co-teaching may be relevant factors in their experience in learning. The co-teachers' degree of interest in learning about co-teaching and their perception of the co-teaching PLO experience may contribute to the interactions with the information to be understood within the PLO and the learning process. There is also the additional consideration

that external processing via conversation and collegial interactions plays a factor in teachers' adult learning experiences.

Motivation as a Factor to Learning in Co-Teaching PLOs. While there is support for internal motivation as a characteristic of adult learners, it may not be appropriate to assume its presence during co-teaching PLOs. Cox's (2015) study of a dialogic coaching model cautions against heavy reliance on teachers' internal motivation as adult learners in PLOs. This caution is in contrast to the assumption that adult learners are internally motivated to learn (Knowles et al., 2014; Rohlwing & Spelman, 2014), as motivation alone may not be enough to access professional learning or reflection (Cox, 2015). When York-Barr et al. (2007) qualitatively studied urban elementary co-teachers' co-teaching experiences, they found CC and ELL teachers' interest in changing ELL-based instruction as important in the success of initiating and implementing co-teaching (York-Barr et al., 2007). Yet Carley Rizzuto's (2017) mixed methods research on elementary teachers' attitudes towards instruction for ELs uncovers differing teacher perspectives towards ELL-based instructional changes. Interviews and survey data reported on monolingual teachers, who trended towards an ambivalent or deficit-minded perspective of ELs; the teachers reported that PLOs to learn Spanish rather than PLOs on changing instructional practice would help the teachers meet ELs' needs. This report is not necessarily concerning in and of itself; there has been research as to the impact of multilingual teachers' familiarity with ELs' spoken languages and monolingual teachers' use of their learning of another language to improve their classroom practices and perspectives of students (Palmer & Martínez, 2013; Santibañez & Gándara, 2018). But Nieto (2017) and Stewart et al. (2022) found in high school CC classroom settings that a monolingual teacher's level of proficiency in the student's languages does not prohibit that teacher from learning to implement effective instruction or

classroom dynamics. Returning to Carley Rizzuto's (2017) findings on deficit-minded perspectives driving instructional decisions, the study quotes one participant saying it is "so hard to teach [ELs]" (p. 191) due to sociolinguistic and cultural differences and that from another,

> I have been teaching for decades – it's not me, it's the kids and their parents and their lack of literacy – good teaching is good teaching, I don't need to change how I teach for these kids. I don't need…more professional development. (Carley Rizzuto, 2017, p. 192)

This quote highlights how the motivation for a change may be present but not necessarily for the co-teaching PLO experience. Yet still, Mellom et al. (2018) found that monolingual teachers' PLO-driven changes to ELL-based instruction can lead to improved teacher perspectives. These two studies (Mellom et al., 2018; Carley Rizzuto, 2017) do not explore a functioning ELL-based co-teaching dynamic or position the findings within a secondary setting. They still serve this research well by highlighting a potential experience for teachers navigating ELL-based PLOs. They also make the PLOs' perceived relevance to their professional knowledge and current professional knowledge regarding ELs and ELL instruction poignant. These factors are relevant to the circumstances of the CC and ELL co-teachers at SCHS.

Adult Learners Accessing Formal and Informal Co-Teaching PLOs. Regarding the access and navigation of the formal and informal EL-based co-teaching PLOs, studies explore in what forms and to what extent this may occur. York-Barr et al. (2007) found in their research of elementary ELL-based co-teaching learning and instruction that the site-external co-teaching PLO facilitators use both formal and informal PLOs. For the formal PLOs, they observed monthly workshops for the duration of the two academic years, midyear reflection sessions, periodic school-wide sharing, and end-of-year interviews; for informal PLOs, they observed passive and active participation in classrooms and meetings, as well as "…assisting to solve

problems, affirming, and pointing out…improvement" (York-Barr et al., 2007, p. 311). The findings in the research position these offered PLOs as relevant, though the duration of these PLOs was observably shorter than the duration of the co-teaching experience in the study; there is no mention as to whether the teacher participants marked any particular PLO instance specifically as influential to their instruction. A linked connection between the teachers' experiences with these PLOs and the teachers' co-teaching experiences is missing. However, the study notes that the teachers reportedly valued PLOs found in the co-teaching instruction experience itself, stating that observations of their co-teacher's instruction "expanded their instructional repertoire" (York-Barr et al., 2007, p. 320). For comparison, Pawan and Ortloff (2011) buttress their findings for formalized PLOs with Wehman's (1992) caution that although the effective components within teacher collaboration occur informally, the formalized collaborative experiences have a better chance of sustaining.

The Impact of Reflection on Co-Teaching Experiences

CC and ELL co-teachers need to profoundly reflect on their experiences to facilitate the co-teaching PLOs' shifts in co-teaching practices alongside their collegial peers. Mezirow (1990) positions the idea of critical reflection as the act of identifying underpinning assumptions that "influence perceptions, thinking, decision making, feelings, and actions" (Cox, 2015, p. 33-34). This definition relates to transformative learning because critical reflection is a basis for realizing a need to change and learn (Cox, 2015). Rohlwing and Spelman (2014, p. 234) use Brookfield's (2000) definition of critical reflection, "analyzing hegemonic…assumptions", and Jarvis' (2001) definition of reflective learning, the "practice of planning, monitoring, and reflecting upon experiences" (p.234), as working definitions relating the act of reflection to the moments of learning. Critical reflection and reflective learning serve as a valuable experience on which adult

learners can build their professional knowledge to a level of transformative learning (Cox, 2015; Levin & Schrum, 2016; Kennedy, 2014; Rohlwing & Spelman, 2014; Timperley, 2011). Reflection seems to have relevance to the function of PLOs and co-teaching. The experience of reflecting is a positive asset to the internal processing and meaning-making for teachers in PLOs (Mezirow, 2000; Rohlwing & Spelman, 2014). However, the observed value in reflecting on professional knowledge during PLOs (Zhang & Cook, 2019) may necessitate lengthy engagement with the learning experience itself (Cordingley, 2015). When Garet et al. (2001) conducted a national probability sampling of math and science teachers, the researchers found that continuing learning opportunities support more reflection on professional knowledge. From this, there is an understanding of how teacher reflections, as an enduring aspect of changes in professional knowledge by learning, contribute to PLOs' efficacy.

Within the practice of ELL-based co-teaching, reflection seems to prevail as a common thread across formal and informal co-teacher experiences. The collaborative instructional cycle (CIC) actively integrates the use of reflection as a component of co-teaching instruction (See Figure 1.1). It is viewed as a "reflection on action and in action" within the collaborative instructional cycle, supported by an "inquiry community" providing "the purpose, time, and space" for reflection (Dove & Honigsfeld, 2017, p. 237). This understanding somewhat mirrors Hoyle and John's (1995) interpretation of a transformative learning event, positioning reflection in action as "the reflective conversation…the practitioner brings past experiences to bear on present problems" (p. 71).

Teacher experiences in learning about and using co-teaching for diverse students are anticipated to persist when structured with collaboration, inquiry, and reflective practices (York-Barr et al., 2007). Reflection could be an active action in its own right, as well as an initiator of

action within co-teaching. These propositions prompt curiosity about how reflection occurs during co-teachers' learning experiences and using co-teaching. It also raises curiosity about whether or not, and to what extent, reflection in co-teaching-based PLOs and implementation is intentionally engaged by co-teachers. It finally raises questions about the possibility of accounting for the extent of reflection needed to make shifts in co-teaching practice. For pre-emptive consideration of these three threads of curiosity, Rohlwing and Spelman (2014, p. 240) recall that the effective reflective conversation would not be a debate in nature but an "effort to find agreement… engage in evaluation, and use collective experiences to build new understandings" (Mezirow, 2000), and that it ideally values "deep and empathetic listening" (Wiesner & Mezirow, 2000). This understanding could be a valuable lead to distinguishing profound reflection within a conversation from other types of conversation goals.

On a logistical level, co-teachers often report that time constraints prohibit the complete use of the collaborative instructional cycle (Bauler & Kang, 2020; Michaelian, 2017; Peercy et al., 2017; Tasdemir & Yildirim, 2017). There is interest in knowing how the co-teachers evaluate the effect of differing reflection opportunities post PLOs as factors to their shifting instructional practices and professional knowledge. Documented elementary CC and ELL co-teachers' perspectives suggest that critical reflection backed by institutional support is among the conditions for successful co-teaching (Bauler & Kang, 2020). This finding validates formal PLO-based reflection as a cross-teacher-accepted experience to influence their professional knowledge. Bauler and Kang (2020) also note that in the case of destabilized formal co-teaching dynamics, the co-teachers' learning and use of the instructional dynamic depend on the co-teachers' resiliency of interpersonal connections and individual motivations. These interpersonal experiences among peers have been viewed as an informal PLO experience associated with

teacher leadership and change agents (Cooper et al., 2016; Dick et al., 2018; Levin & Schrum, 2016; Molle, 2013; Thacker, 2017). The interpersonal experiences also imply leverage of reflective practices to allow co-teachers as adult learners to build their transformative learning of co-teaching within their professional knowledge (Cox, 2015; Levin & Schrum, 2016; Kennedy, 2014; Rohlwing & Spelman, 2014; Timperley, 2011). Some quantitative research throughout K-12 notes the presence of a collegial partner in collaboration as a boon to reflection and transformative learning because they act as a change agent factor; this seems possible as long as there are no interpersonal factors that hinder access and motivation for joint PLOs (Brawand & King, 2017; Dove & Honigsfeld, 2017; Sweigart & Landrum, 2015; Thacker, 2017). This understanding tempers assumptions about co-teaching that having a designated co-teacher will automatically facilitate teacher reflection and learning.

These collective findings on reflection relate to the circumstances in SCHS due to the current lack of understanding on how CC and ELL co-teachers at the school are accessing sustained reflective events within their experience to connect co-teaching-based PLOs to their implementation of the co-teaching. The research suggests that the formal PLOs' use of different formats to access reflection is more likely to be institutionally maintained by its encompassing nature for multiple participants (Bauler & Kang, 2020). Still, the use and value of informal and teacher-peer conversation-generated PLOs and reflection activities cannot be discounted from the factors of co-teaching implementation (Bauler & Kang, 2020; Thacker, 2017). The interpersonal dynamics between colleagues may play a noticeable role in whether the informal PLOs are accessed and sustained. There is an opportunity to explore more about what goes on within the co-teaching dynamic for CC and ELL teachers.

Co-Teacher's Experiences Alongside Peers' Own Respective Learning

CC and ELL teachers need to navigate their own experiences within the co-teaching-based PLOs and their reflections throughout the implementation of co-teaching while a collaborative partner is processing their own respective experiences. The dynamic within the co-teaching PLOs for the teachers as adult learners and the impact of their reflections on co-teaching practices do not seem to happen in silos for a respective teacher. The characteristics of andragogy have so far consistently included the use of a collegial or coaching dynamic for reflective processing (Holyoke & Larson, 2009; Knowles, 2014; Levin & Schrum, 2016; Molle, 2013; Rohlwing & Spelman, 2014; Thacker, 2017; York-Barr et al., 2007). Current research positively views the interpersonal dynamic between co-teachers and the overall collaborative teaching experience when shifting learning to practice. Observations and interviews of CC and ELL co-teachers' experiences indicate that co-teachers gained benefits in their learning and instruction from a sustained collegial dynamic within a co-teaching partnership (Mellom et al., 2018; York-Barr et al., 2007). However, research also cautions against this experience being seen as guaranteed (Brawand & King, 2017; Dove & Honigsfeld, 2017; Sweigart & Landrum, 2015), as not every co-teaching partnership experiences the benefits of learning and co-teaching. Observing the potentially differing experiences of CC and ELL teachers with co-teaching PLOs and co-teaching would be relevant.

CC and ELL co-teachers may have different experiences during PLOs and connected reflection for co-teaching practices. Hurd and Weilbacher (2017) examine pre- and in-service middle school CC teachers' experiences with co-teaching. Their findings suggest that the duration of co-teaching dynamics influences the CC teacher's self-perception of being a co-teacher. Nuances within co-teaching dynamics seem to extend beyond the collaborative

instructional cycle and co-teaching models. Pawan and Ortloff (2011) position their qualitative study around a premise in their methods that "categorize prevailing teacher collaboration practices" for ELL-based co-teaching (p. 466). The noted practices of "consultation (seeking advice from each other)," "information exchange (sharing information with regard to students)," "shared decision-making (coming together to arrive at a consensus on a certain action)," "cooperative participation (co-teaching, co-development of curriculum)," and interagency collaboration (teachers from two schools coming together to plan an in-service workshop)" within this section are reminiscent of contextual experiences mentioned in co-teaching literature that intersect with facets of reflection in action (Calderon et al., 2019; Dove & Honigsfeld, 2017). The study finds that information exchanges and consultations are the most frequently occurring collaborative activities. This finding supports the idea that co-teaching, in practice, happens when the collaborative partner's ability and extent of professional knowledge are shared with their respective teacher. Hurd and Weilbacher (2017) and Pawan and Ortloff's (2011) findings could then jointly imply that a CC teacher's self-perceived experience of being a co-teacher (versus not) is based on the degree to which their co-teaching partner's professional knowledge has influenced their professional knowledge. The extent of knowledge being shared between co-teachers is currently unknown in SCHS.

The documented responses from Pawan and Ortloff (2011) reflect a dynamic of ELL teachers sharing their professional knowledge with CC teachers, which is presented in other studies (Russell, 2012; 2014; Su & Wang, 2022). Yet the potential for ELL teachers to exchange professional knowledge and practice co-teaching is also dependent on the context of their experiences. Therefore, ELL teachers' classroom schedules and co-teacher partnerships may be rearranged without prior warning or satisfactory resolution to impacted classrooms recently

losing or receiving a co-teacher (York-Barr et al., 2007). Naraian and Schlessinger (2018) structured qualitative research on new secondary SpEd co-teachers serving as change agents for inclusive instruction. The researchers report a disconnect between what the SpEd teachers intended to do in the classrooms versus what they ultimately implemented. This reporting suggests the potential range of a co-teacher professional knowledge exchange not occurring in relation to the co-teacher's perceived classroom agency (Naraian & Schlessinger, 2018). Many factors to CC and ELL co-teachers' collaboration can be enablers or obstacles (Bauler & Kang, 2020; Pawan & Ortloff, 2011); findings suggest the degree of professional autonomy and agency within the experience and the reliance on a co-teacher for professional input to classroom dynamics affect the CC and ELL co-teaching experience. These findings recall the role of adult learners within PLOs (Cox, 2015; Knowles et al., 2014; Rohlwing & Spelman, 2014) because, as Pawan and Ortloff (2011, p. 468) note, "It is simply not enough to put professionals together in one place for them to collaborate…" while structuring the experience with "little regard for co-teachers' situated experiences or relationships required within [collaboration]." This statement depicts CC end ELL teachers' co-teaching experience as a complex and ongoing process involving interpersonal interaction and reflective practices built from informal PLOs in collegial conversation and support. The factors that can sustain or stall such a co-teaching experience seem to rely in part on the interpersonal dynamics that the teachers have with each other in the classroom. Because SCHS experiences similar contexts to the research, there is value in positioning the research at SCHS to consider similar themes. A point in knowing to what extent CC and ELL teachers' professional knowledge may differ within a co-teaching dynamic would also help to elaborate on the experiences they have.

Co-Teacher's Expertise and Familiarity Alongside Peers' Own. CC and ELL co-teachers may have different areas of expertise and/or familiarity influencing their ELL-based co-teaching experience. Within rural secondary schools, researchers observed varying rates of different instructional model usage among ELL-based co-teachers; they reported more instances of co-teaching resembling a variation of Model 1 (1 Group, One Leads, One "Teaches on Purpose"), then Model 2, (1 Group, Two Teach the Same Content), (see Figure 1.2) among co-teachers in their first year co-teaching together (Williams & Ditch, 2019; Villa et al., 2013). Williams and Ditch (2019) consider the novelty of the relationship and the difference in a CC co-teacher versus an ELL co-teacher's content expertise as a reason for these co-teaching models persisting among newly co-teaching CC and ELL partners. Dove and Honigsfeld (2017) still caution against an overreliance on Model 1, as the ELL teacher is often inappropriately delineated to an assistant in the classroom. The expertise and familiarity of ELL teachers may be related to the actual instruction of EL students. Williams and Ditch (2019) track the type and extent of co-teacher-EL student interactions within a co-taught classroom. Looking at the rate of respective interactions with the CC and ELL teacher, the EL students have more interactions with both co-teachers respective to their population size in the classrooms; still, the CC teachers interact with the EL students at a lesser rate, and ELL teachers interact at a greater rate (Williams & Ditch, 2019). Harrison and Lakin (2018) suggest that a CC teacher's micro-decisions, small actions or inactions, may communicate implicit biases in the classroom, even when CC teachers consciously view ELs and their experiences with ELs positively. This experience, in addition to the greater preference for public-facing interactions among CC teachers and personal-facing interactions among ELL teachers (Williams & Ditch, 2019), presents a case for degrees of familiarity among CC and ELL teachers with EL student-teacher classroom interactions.

CC teachers who are co-teaching may not have yet had to consider their classroom or content for ELs. Before PLOs, pre-service and in-service teachers reported discomfort and unfamiliarity in working with ELs in their content classes and using available frameworks and supports (Pappamihiel & Lynn, 2016; Siwatu et al., 2016; Turgut et al, 2016), though once they do have experience working with ELs and supports, there is a reported greater amount of confidence (Nieto, 2017; Okhremtchouk & Sellu, 2019). CC teachers desire PLOs that support access to maintain best practices for ELs in classrooms (Okhremtchouk & Sellu, 2019; Russell, 2014). As co-teaching can take advantage of using diverse expertise in professional knowledge to drive instruction based on co-teachers' reflections and professional improvement (Dove & Honigsfeld, 2017; York-Barr et al., 2007, p. 305), it is important to keep in mind that experiences in co-teaching are still influenced by the participating individuals' contributions (Bauler & Kang, 2020; Pawan & Ortloff, 2011). Recalling Pawan and Ortloff's (2011, p. 468) caveat for "professionals together …within [collaboration]", the researchers term a potential effect in the co-teachers' professional dynamics as "turfism." Turfism denotes the possible use of co-teachers' "collective attention" but not "collective action," resulting in boundaries that make equal co-teaching partnership dynamics difficult to uphold (Pawan & Ortloff, 2011, p. 470). The co-teaching collaborative instructional cycle's premise (see Figure 1.1) occurs through collaborative behaviors and actions and completes its loop around reflective action (Dove & Honigsfeld, 2017). It is unclear whether the boundaries that promote turfism occur because of a teacher's sense of familiarity with professional knowledge expertise, incomplete supports to complete the collaborative instructional cycle, or potential teacher unwillingness to engage in shifts to co-teaching practices. However, it raises questions about what may be possible to decrease the impact of turfism and promote circumstances of collective behavior and action.

Conclusion and Implication of Literature Review

In this literature review, I sought to understand how CC and ELL co-teachers 1) process co-teaching PLOs as adult learners, 2) require appropriate reflection of their experiences before shifting the learning of co-teaching into practice, and 3) respond within the co-instructional experience alongside a peer and the peer's respective experiences.

The literature provides a preliminary understanding of what is and is not PLO and how PLO can occur within school spaces. This understanding is relevant to the problem of practice because one of SCHS's district-level changes includes a partial transition from using "PD" to professional learning ("PL") in its verbiage. This change is seen more consistently in its local PLO management system, a digital platform hosting licensure-recertifying events and workshops. This transition of terms is noted in some of the offered PLOs to reflect purposeful professional learning for teachers. Yet, many teachers at SCHS still commonly refer to formalized and some informalized PLOs as "PD." This tendency helps to posit that there may be prevailing feelings for passive fixes driving the perceived value of ELL-based co-teaching PLOs if the CC and ELL co-teachers still call these PLOs "PD."

The literature then offers a basis for how the co-teachers experience transformative changes to their professional knowledge via ELL-based co-teaching PLOs as adult learners (Cox, 2015; Rohlwing & Spelman, 2014). Yet the premise of internal motivation in the adult learner's transformative learning of professional knowledge may not always be sufficient or accurately applied to co-teaching PLOs (Cox, 2015; Carley Rizzuto, 2017; York-Barr et al., 2007). What does seem to be an enduring factor for adult learners is the use of ongoing interpersonal collegial conversation that can facilitate the deep reflective process needed for transformative learning and change to professional knowledge (Holyoke & Larson, 2009; Knowles et al., 2014; Mezirow,

1990, 1997, 2000; Mellom et al., 2018; York-Barr et al., 2007). But while the literature does not readily indicate how the measured shifts in practice take place by the use of reflective conversation, nor the necessary amount of reflection needed to make shifts, it does help to qualify what reflective collegial conversation is (Mezirow, 2000; Rohlwing and Spelman, 2014; Wiesner & Mezirow, 2000). Using these understandings will help to establish research that can look for the qualities of reflective conversations within co-teaching and its impact on shifts in co-teachers' practices and dynamics.

A favorable nature of interpersonal dynamics between ELL-based co-teachers is a desirable experience, though its reflective effect is not always transparently known or even accessed by the teachers at the moment (Cooper et al., 2016; Dick et al., 2018; Levin & Schrum, 2016; Molle, 2013; Thacker, 2017) These conversations can occur within both formal and informal PLOs, though the co-teachers may or may not be aware of the respective PLO's effect on their learning (Pawan & Ortloff, 201; York-Barr et al., 2007). Reflective conversations can function as PLOs themselves by facilitating exchanges of professional knowledge (Bauler & Kang, 2020), but this is not always guaranteed since the state of the co-teachers' interpersonal dynamic could determine whether the informal PLOs are accessed and sustained. After establishing connections between PLOs and reflective opportunities, it would be interesting to know how CC and ELL co-teachers at SCHS judge the influence of informal and formal co-teaching-based PLOs and their subsequent reflections on learning towards their co-teaching. The literature does present a connection between an adult learner's needs for accessing learning and sustaining engagement with relevant PLO through collegial support (Cox, 2015; Knowles et al., 2014; Rohlwing & Spelman, 2014; York-Barr et al., 2007).

While the context of the CC and ELL teachers' experiences are known at SCHS in terms of "productive vs. unproductive" or preferences in (not) continuing to co-teach, there is an opportunity to explore what goes on within the co-teaching dynamic. Co-teaching does not exist in isolation of the co-teachers. So, the observed co-teaching experiences navigated by the co-teachers provide some idea as to the co-teachers' use of interpersonal communication, familiarity, and instructional expertise when co-teaching. The findings show what may result is an underdeveloped and stagnant co-teaching dynamic (Dove & Honigsfeld, 2017; Williams & Ditch, 2019; Villa et al., 2013). Still, the literature also indicates that co-teaching dynamics can be productive while defining factors of supports and inhibitors to co-teachers' collaboration (Bauler & Kang, 2020; Pawn & Ortloff, 2011). Whether the co-teachers can partake in collaborative cycles that exchange professional knowledge or not (Hurd & Weilbacher, 2017; Pawan & Ortloff, 2011), and whether the co-teachers can adjust instructional practices in the classroom from a place of teacher agency or not (Naraian & Schlesinger, 2018) has also been studied to some extent. This research offered some nuance to the respective teacher's experiences as co-teachers working alongside another educator.

The connections between CC and ELL teachers' collaboratively learning co-teaching, collaboratively implementing co-teaching, and collaboratively improving through reflection on their co-teaching are not explicitly stated in the literature. However, the literature offers a basis for considering such connections. These aspects of the study emphasize a cumulative need to address the co-teaching experience as a continual experience that responds to opportunities for interpersonal conversation and reflective practices provided through PLOs. However, there is concern about the implications of turfism between co-teachers in a classroom (Pawan & Ortloff, 2011). Though the reasons for turfism remain vaguely conceptualized with factors of familiarity,

incomplete supports, and teacher willingness, this boundary-drawing perspective within an EL-based co-teaching dynamic exists as a detriment to the collaborative instructional cycle (Dove & Honigsfeld, 2017). Research on how co-teachers experience processing and potentially overcoming this instructional dynamic in co-teaching practices would help better define the extent of turfism and generate possible solutions to counter it. Overall, there is an opportunity to continue researching EL-based co-teaching dynamics and better understand the CC and ELL co-teachers' experiences from PLO to instructional decisions.

Chapter 3

Methods

This research sought to understand more about the co-teaching experiences at Small City High School (SCHS) for core content (CC) and English Language Learning (ELL) teachers and to place a name to the means of support and obstacles for SCHS co-teachers' post-professional learning opportunity (PLO) navigation and reflection within co-teaching experiences. To do so, it focused on the following research question:

- How do CC and ELL teachers, who have participated in co-teaching-oriented PLOs, experience co-teaching partnerships in practice?

This chapter presents 1) the methodology of the research, 2) a description of the partner site, 3) the researcher's statement of positionality, 4) an explanation of the study design, 5) a brief explanation of the partner site's workshop-based PLO, 6) the study's intended participants and the sampling procedures, 7) an explanation of the data collection and 8) data analysis.

Research Methodology

The research used a four-month-long exploratory comparative case study at SCHS that qualitatively described three ELL-based co-teachers' partnership experiences with co-teaching after having participated in PLOs. Qualitative research, driven by interpretivism, does not orient around an objective or natural science and is described as "messy" due to its generative unstructured value of perceptions, values, and feelings of participants as data (Farrow et al., 2020). Kivunja and Kuyini (2017) present essential understandings around the basis of interpretivist research, posing that multiple realities exist as socially constructed understandings, that context is vital for knowledge and understanding, that knowledge is generated from findings and the values found within the findings, and that the individual experience is systematically

valuable in comparison to universal laws. Case studies are richly descriptive, in-depth explorations of a particular object or set of circumstances with defined parameters, intending to generate explanations of that case (Mertens & Wilson, 2019, p. 315). Case studies generate data and subsequent knowledge from multiple sources, like interviews, questionnaires, and documents; exploratory case studies also generate subsequent questions for potential studies in the future (Hancock & Algozzine, 2017). Comparative case studies are similar to case studies because they are richly descriptive of a particular set of bound experiences (Knight, 2001). But comparative case studies explore two or more of these bound experiences using intersectional themes to synthesize similarities and differences and ultimately develop generalizations (Goodrick, 2020).

Description of Partner Site

This study looked to understand CC and ELL co-teachers' experiences navigating their co-teaching practices while processing their learning of co-teaching at SCHS. SCHS is a large and growing diverse public school with just under 2,000 students in attendance. With over 16% of the student population qualifying as an EL and fewer than 10% of the total teachers and staff being state-certified for ELL, SCHS works to respond positively to its EL population's needs and academic access, in part by implementing more ELL-based co-teaching as of the 2016-2017 school year. Since then, the school's ELL department has experienced a high rate of teacher turnover despite growing in size and school-based demand; the teachers have reported feeling burnout and dissatisfaction with administrative response to ELL teachers' needs.

Interviews and surveys on CC and ELL teachers' opinions of previous co-teaching experiences in the 2022-2023 and 2023-2024 school years have shed light on teacher dissatisfaction regarding the limited resources to support ELL-based co-teaching. There was a

finding of disproportionately high frustration and disinterest in continuing co-teaching dynamics among ELL teachers who cannot impact classroom spaces beyond being a "glorified teaching assistant." Interviews and surveys regarding ELL-based co-teaching resources within the same timeframe indicated that ELL-based co-teachers positively perceived accessing and discussing with collegial peers during formal co-teaching professional learning opportunities (PLOs). But, those interviews and surveys also indicated that the ELL-based co-teachers perceived inconsistent support and relevance to ELL-based co-teaching classroom experiences throughout the school year. School and PLO facilitators' decisions for PLO arrangement and availability have so far positively and negatively affected formal co-teaching PLOs' offerings and some opportunities for informal PLOs; the return of PLO dedicated to ELL-based co-teachers' needs in the 2024-2025 school year seeks to amend the negative impacts. Despite efforts to respond to ELs' classroom-based needs with co-teaching and ELL-based co-teaching PLOs at SCHS, evidence of its incompletely understood and under-supported implementation exists. The current experiences do not indicate a transformative impact on SCHS and its instructional practices. Due to the concerns of ELL teacher attrition and CC and ELL teachers' refusal to continue co-teaching dynamics, it is worth analyzing the CC and ELL co-teachers' experience with the available supports, implementation, and reflective opportunities around co-teaching for ELs.

Researcher's Statement of Positionality

As one of the ELL teachers at SCHS who currently co-teaches, I have experienced different instructional models and instructional styles in the partner site. I have been a co-teacher with ten CC teachers in English Language Arts, History, Math, and Science courses for nine years through the ELL department. While I enjoy working with colleagues in an instructional setting to see students succeed, I have also experienced varying levels of effective collaboration

within the classrooms. Unfortunately, I have not yet experienced, with any respective co-teacher, a fully realized collaborative instructional cycle (CIC) (see Figure 1.1). Though circumstances with some designated collaborative partners did not always facilitate opportunities for collaborative planning, instruction, assessment, or reflection, I have been able to have deep reflective conversations with some of my other CC co-teachers during our "guac' squad" sessions after school that led to small, but impactful instructional changes and academic supports needed for ELs to succeed alongside their non-EL peers. Previous and current colleagues have told me that they have not made as much progress in this regard. I wanted to explore the co-teaching dynamic at SCHS to help facilitate an improved understanding and use of co-teaching that ultimately affects my place of work on a transformative level. So, this comparative case study was important to me and impacted my immediate professional work.

I have also been an active facilitator for the ELL-based co-teaching PLO at SCHS since the 2022-2023 school year. I proposed this PLO to school administrators in response to the observed need for teacher resources and school-centered support for ELL-based co-teaching. I have become a formalized change agent alongside other professional staff at SCHS (Rogers, 2003; Banegas et al., 2023). Though these formal PLOs have been stalled each year, I hoped that the return to an intentional focus on the ELL-based co-teaching needs in the 2024-2025 school year would benefit ELL-based co-teachers. Because this PLO was one of the available PLOs that participants could access, I interacted with the participants beyond the researcher's role within the scope of the study. I worked with four co-facilitators for the scheduled PLOs; their roles included instructional coaches and a literacy specialist who participated in teacher leadership positions (Levin & Schrum, 2016). I offered the co-facilitators more opportunities to work with the PLO workshop attendees and, as a result, the study's participants in this context so that I did

not unnecessarily influence the participants' learning experience as the researcher. I also conducted reflective note-taking and analysis (Hatch, 2002) within my facilitation role to limit the extent of bias I had when interacting with the ELL-based co-teachers.

Research Design

As a result of the methodological parameters, the four-month-long exploratory comparative case study at SCHS originating through a monthly ELL-based co-teaching workshop series focused on three participants' partnerships and used a combination of questionnaires, a focus-group interview, and document analysis to conduct research on these ELL-base co-teachers' experiences with co-teaching after having participated in PLOs.

The Context of the Formal PLO Workshop Series when Implementing the Research Design

The four-month-long exploratory comparative case study was arranged within a monthly ELL-based co-teaching workshop series for supporting ELL-co-teaching partnerships. Based on SCHS's administrative directive, all ELL-based co-teaching partners were expected to attend the 30 to 75-minute sessions, as they were held during the available school-designated times allotted for breakout PLO sessions. This arrangement meant that the CC and ELL co-teachers were required to attend. The CC and ELL co-teachers received recertification points as participants in each workshop session.

This workshop series was the formalized PLO experience for the ELL-based co-teachers' adult learning and professional knowledge. The PLO sessions were scheduled from August to May, providing responsive, school year-long support; the four-month comparative case study data collection spanned from late August until early December. The primary goals of the workshop series were to help the CC and ELL co-teachers with understanding and use the ELL-based co-teaching models and practices, navigating productive co-teaching partnerships, and

facilitating resource access and navigation. The primary resource throughout the workshop series PLO was Dove and Honigsfeld's (2017) text, *Co-teaching for English Learners: A Guide to Collaborative Planning, Instruction, Assessment, and Reflection*. Each session had school-expected attendance surveys, workshop-specific questionnaires, and discussion-oriented activities. Each workshop session structured time to: 1) explore a concept, model, strategy, or experience from the resource text; 2) reflectively process the co-teachers' practices and experiences; 3) revisit the concept as a whole group in order to share teachers' perspective; 4) work in small groups or with designated co-teacher(s); 5) interact with available school resources; and 6) wrap-up time with a debrief and/or plan for next steps. There were projected to be 20 ELL-based collaborative partnerships for the 2024-2025 school year across 15 courses. Because the ELL department anticipated having ten ELL teachers, each ELL teacher was likely to partner with at least two CC co-teachers or at least across multiple courses. This calculation gave an anticipated maximum total of 29 workshop series participants, including myself. Besides the participants, there were also co-facilitators, visiting resource personnel, and a supervising administrator in attendance.

By considering these planned experiences in a formal PLO format, the workshop series also enabled informal PLOs by facilitating one space for the ELL-based co-teaching community and its teacher leaders to engage each other consistently in their experiences and learning (Heineke, 2014; Levin & Schrum, 2016; Papola-Ellis & Heineke, 2020; York-Barr et al., 2007). While the workshop series was a formal PLO itself, it provided opportunities for the ELL co-teachers to influence the conversational space and engage with colleagues and teacher leaders within reflective spaces. There might have been other spaces available for these ELL-based co-teachers to engage each other and their learning; the workshop series merely provided one

avenue for teachers to (begin to) engage each other informally. By taking advantage of the workshop spaces, I found potential participants and started engaging their respective experiences in their partnerships as data.

Participants and Sampling

Seeing as comparative case studies happen in a contextually time and space-bound experience to generate rich and descriptive data (Hancock & Algozzine, 2017; Kivunja & Kuyini, 2017; Mertens & Wilson, 2019), I hoped to have participants who could provide opportunities to examine their co-teaching partnership experience fully. Each ELL teacher at SCHS had at least one course to teach collaboratively, so at least nine co-teaching pairings were available (at least one per ELL teacher). The school course schedule was projected to offer ELL-based collaborative class sections for 15 courses; given that there could have been two sections per course, a designated CC and ELL co-teaching pair would likely have ongoing interactions within their schedule. An ELL teacher might have had multiple collaborative courses with multiple CC teachers.

I gathered data on three ELL-based co-teachers' unique partnerships. I focused on the CC and ELL co-teachers' experience with transformative learning and change to professional knowledge when implementing ELL-based co-teaching. I selected at least one available CC and ELL partnership where both co-teachers working together in the classroom were participants; I selected two other co-teaching partnerships, which were explored through the participants' data submission. I hoped to see the selected participants' willingness to engage with their current co-teaching dynamics, regardless of prior (in)experiences. I knew to be aware of potential biases or effects that my work-based influence on the studied co-teaching partnerships may have had on the research. More information on the deciding qualities of the partnerships is available below.

The information in Table 3.1 explains the available contextual information about the co-teaching partnerships: pseudonymous names of the participants, the credential-based co-teaching role, the respective teacher's total years teaching and co-teaching, the designated collaborative content area, and their co-teaching partners was documented. I positioned the data from the participants within context to the submitted aggregate data from other SCHS ELL-based co-teachers so that I could see if their experiences are aligned with or exceptions to the school's ELL-based co-teaching dynamic.

Table 3.1

Participating Core Content (CC) or English Language Learning (ELL) Co-Teacher

Pseudonym	Co-teaching Role: CC or ELL	Years Teaching	Years ELL Co-Teaching	Collaborative Content	Co-Teaching Partner
Jamie	CC	16-20	4-7	Math	River
River	ELL	1-3	0-3	Math	Jamie
				Redacted	Non-Participant 1
Isaac	CC	4-7	4-7	History	Non-Participant 2
					Non-Participant 3

The study used nonprobability quota sampling (McGregor, 2018). Nonprobability quota sampling uses a pre-determined amount of non-randomized participants within the study who satisfy a prescribed set of characteristics (McGregor, 2018). In this case, the given expectations were that the study participants consisted of at least one pair of CC and ELL co-teachers willing to engage with their assigned co-teaching dynamics through the offered monthly formal PLO for the study. Additional CC and ELL co-teachers who met the criteria for their respective teacher groups were also selected, with a cap placed at three co-teachers per respective teacher role. I excluded my participation as an ELL co-teacher from the potential selection. All selected CC teachers needed to meet the following criteria: 1) they were designated ELL-based co-teachers

during the study, 2) they agreed to participate in the study as either a data point in anonymized aggregate data or as a full participant, 3) they were willing to engage their co-teaching partnership dynamics through the monthly formal PLO, and 4) their participation represented their core content area in the research. I hoped to have the English Language Arts, History, Math, and/or Science content area represented in the data when I invited the known ELL-based co-teachers via email (see Appendix A) and selected the qualifying CC co-teachers as participants. I intended to track aggregate PLO workshop data from other CC co-teachers to compare trends, but no one else elected to participate in this way. Additional ELL teachers who participated in the study needed to 1) be designated ELL-based-co-teachers during the length of the study, 2) be willing to engage with their co-teaching partnership dynamics through the monthly formal PLO, and 3) agree to be full case study participants or give permission for their workshop questionnaire submissions to be used in aggregate data for trend comparison. Some ELL co-teachers elected to give permission for their workshop questionnaire data submissions to be used in aggregate for trend comparison (see Appendix A).

Jamie. The first participating CC co-teacher is Jamie, a tenured Math teacher with 16 to 20 years of classroom experience, four to seven being an ELL-based co-teacher. She reported no prior coursework about supporting collaboration, ELL-based co-teaching, or EL students. Jamie uses her English and Spanish language skills in the classroom as a bilingual teacher. Jamie has reported only one prior ELL co-teaching partnership that lasted four school years within the same Math courses. Jamie's co-teaching partner for two Math courses during the study is River, a novice ELL co-teacher whose information is presented in the next section. Jamie also had one section of a Math course supported by an ELL teaching assistant (TA), but any information provided about this specific dynamic is solely from Jamie's self-reporting.

River. There was one participating ELL teacher in a co-teaching dynamic. This ELL co-teacher is River, a novice and untenured monolingual teacher with zero to three years of classroom experience. He reported no prior coursework taken to learn about co-teaching or supporting EL students. During this study, River had no previous experience with co-teaching dynamics beyond a transitional year from being an ELL-based TA to being an ELL teacher. River had two co-teaching partnerships in the study's timeframe: one, as previously described, with Jamie in two Math courses and another partnership with a different teacher. The context of this teacher's collaborative partnership was worth exploring. River was rescheduled to work with this content teacher at the beginning of the school year when another ELL co-teacher's schedule was not fulfilled. As a result, River was temporarily rescheduled from a section of a Math course with Jamie to co-teach in the other teacher's course and was replaced by the ELL TA previously noted to be working with Jamie. Because River was the sole participant in this study from this specific co-teaching partnership, it was important to highlight that only River reported the respective information provided within the study.

Isaac. The second participating CC co-teacher is Isaac, a tenured History teacher with four to seven years of classroom experience and being an ELL-based co-teacher. He reported no prior coursework taken to learn about general collaborative teaching practices, ELL-based co-teaching, or supporting EL students. Isaac is monolingual and has had three prior co-teaching partnerships, each spanning at most a school year. Within the study's timeframe, Isaac co-teaches a History course with two ELL-collaborative partners: the intended ELL co-teacher for the school year who went on temporary leave and an ELL co-teacher who temporarily replaced the intended ELL co-teacher. Isaac was the sole participant to provide information on these respective co-teaching partnerships, as neither ELL co-teacher was a participant in the study.

Data Collection

I wanted a composite and cohesive understanding of the co-teachers' experiences and processing of their partnerships, both individual and partner-adjacent. Given my specific comparative case study participant pool, I wanted to capture the co-teachers' experiences through various qualitative means. This decision was important because I wanted to sufficiently and richly describe the circumstances for CC and ELL co-teachers' experiences in processing potentially transformative changes to their learning and use of instructional practices. To support the triangulation and trustworthiness of data, the described tools captured a range of information in formalized (interviews and questionnaires), semi-formalized (interviews and document analysis protocol), and informalized spaces (document analysis protocol and interviews) (Carter et al., 2014). The data capture for this study only occurred after receiving permission from the University of Virginia's Institutional Review Board (IRB) for Social and Behavioral Sciences.

I used questionnaires, a focus group interview with the three participating co-teachers, and document analysis protocols to analyze established and generated themes. These means of gathering data helped structure the context around the CC and ELL teachers' respective and collective experiences as they navigated their ELL-based co-teaching partnerships while processing their formal and informal PLOs.

Questionnaires. Qualitative surveys, or questionnaires, allowed me to elicit thematic data quickly at particular moments in time. I positioned some prepared questionnaire questions to the individual participants within the monthly ELL-based co-teaching PLO workshops' digital feedback surveys (see Appendix B). Since the monthly PLO could also generate some understanding of the teacher experiences for partner-site-specific needs, I also sought to collect the participants' PLO questionnaire responses that were relevant to the scope of the comparative

case study. I gathered an ongoing tracking of participants' experiences during their formal PLO from the school to engage in transformative learning. Questions were posed either at the beginning of the workshop series, towards the middle, or at the end. The arrangement of the questions throughout the workshop helped prevent a skewed understanding of the teachers' learning experience from the changes that may have taken place in a teacher's professional knowledge during a PLO. The digital questionnaires were not anonymously submitted, as the submissions were used to help respond to co-teacher requests for specific supports and comments. So, for the sake of the data sampling, it was easy to select information submitted by the comparative case study's participants and then withhold the participants' identities throughout the research process for confidentiality.

Focus Group Interview. Conducting a focus group interview allowed me to gather data from the CC and ELL co-teacher participants while allowing them to participate in settings that promote more exposure to others' experiences (Carter et al., 2014). This space could have promoted more critical and reflective practices as the participants shared their perspectives and experiences in a small group setting (Bauler & Kang, 2020; Cox, 2015; Levin & Schrum, 2016; Kennedy, 2014; Rohlwing & Spelman, 2014; Peercy & Sharkey, 2020). The focus group interview generated information from the respective interpersonal experiences between the CC and ELL co-teaching partners. The session lasted around 85 minutes and was held at the end of the study. By arranging to ask the focus group interview questions at the end of the case study, I received snapshot data regarding the respective teachers' professional knowledge after a long-term experience with PLO (see Appendix C). I hoped for sufficient opportunities to hear about the teaching dynamics within an ELL-co-teaching partnership and to gain a rich understanding of their experiences as they learned about and used the co-teaching model.

Document Analysis. Document analysis allowed the CC and ELL co-teaching participants to access their own data tracking and reflection beyond the professionally adjacent confines of a classroom, questionnaire, PLO workshop attendance, or conversation. Offering a short reflective mapping of thoughts could have allowed the teacher to sit with their experiences for a longer term of time. This reflection would then have helped them generate their own transformative conceptualizations of the changes to their co-teaching experiences in their own time. I planned for the ELL-based co-teaching participants to submit a compilation of six 100-to-150-word digital journal entries completed every other week on their recent co-teaching experiences (see Appendix D). Given time constraints and submission patterns, a maximum of three journal entries were submitted by any respective participant. By offering a structured journal entry, which still gave space for individual teacher agency in expression, I gained more data that were unimpeded by immediate external influences without overloading the volume of demand on the respective teacher. The journal included an optional space to add photos or links of planning documents that the CC or ELL co-teaching participant associated with the journal timeframe of focus. By having viewer-level access to the co-teacher's planning and reflection of a given class time, I revisited their submissions for trends and themes in how they did or did not change their structure and perception of co-teaching partnerships in practice. By accessing this information, I also indirectly facilitated their collaborative instructional cycle as a possible change agent by prompting their reflective process and planning (see Figure 1.1).

Data Analysis

The first step of my data analysis was to develop *a priori* codes based on the prevailing elements within the problem of practice. These codes included the concepts in Table 3.2 and were arranged with their given definitions and parameters within a codebook (see Appendix E).

Table 3.2

A priori Codes for Data Analysis

Construct from Conceptual Framework	***A priori* Codes in Codebook Derived from Literature**		
Transformative			ELL-based Co-Teaching in Action
Change Theory & Transformative Learning Theory		Reflection or Reflective Processing	
Current ELL-Based Co-Teaching Partnership	Views of CC Co-Teacher	Transformative Learning	Impediments to CC Teachers' Successful Implementation of Co-Teaching
Current ELL-Based Co-Teaching Experience	Views of ELL Co-Teacher Views of Co-Teaching as a Practice	Successful Resolutions to Implementing ELL-based Co-Teaching	Impediments to ELL Teachers' Successful Implementation of Co-Teaching
Change Agents	Views of Informal PLOs	Change in Use of Collaborative Instructional Cycle (CIC)	Views of Informal PLOs
Formal & Informal PLOs	Views of Formal PLOs		
External Influences Applying Changes to SCHS Teachers' Learning			Teacher Perception of Co-Teaching Value

Because the research collected information from months of questionnaire data from the workshop PLO that I co-facilitated, I did respond earlier to some of the participants' submitted questionnaire data with analysis and interpretation in my group role as a PLO co-facilitator. Such moments of interpretation were short cycles of analysis-to-action among PLO co-facilitators who were more responsive to the needs of the co-teacher than my research needs. These cycles consisted of a 30 to 60-minute meeting to debrief information among PLO co-facilitators, with subsequent actions taken to respond to co-teachers with available resources. These interactions with the other PLO facilitators served as opportunities for member checking, where different individuals' interpretations of circumstances were compared to mine to avoid researcher bias

(Guba, 1981; 2011; Guba & Lincoln, 1989). Still, I kept short confidential reflective notes and analytical memos via my phone and sticky notes. They were ultimately transferred over to my Google data coding documents so that I could be as transparent as possible in my thinking for the validity and reliability of the study (Hatch, 2002). In the case of some shifts to the scope of the study, I tracked my thinking via email and transferred those notes and memos to the Google data document. Pre-emptively tracking my situation with the analysis and interpretation of data as it was submitted also ultimately benefitted me as a practitioner-researcher, as there were research time constraints to the study when balancing full-time teaching responsibilities.

Based on the immediacy of the IRB approval to research the data-generating opportunities, I began by compiling in a codebook spreadsheet the generated confidential data from the participants' submitted questionnaire responses taken from the monthly PLO workshops. This spreadsheet was comprehensive since I coded three to four months' worth of data. I distinguished the full co-teaching participants from the anonymous aggregate data in my processing. I then transcribed and refined the raw audio recordings and written notes from the focus group interview on Canvas Studio, made identifying names and markers confidential, and then deleted the audio recording. The transcription was added to the data codebook spreadsheet. As the participants' journaling submissions were submitted, I also made them confidential, transferred them to the codebook spreadsheet, and began coding them.

Round 1 of Data Analysis: Applying Codes

In the first round of analysis, I applied the *a priori* codes to the available data and saw which notable ideas or themes were generated. I worked with the survey data, then the journal entries, and finally the focus group interview, though two journal entries were submitted after the focus group interview was held. Once I accessed a piece of data, I added it to the codebook

spreadsheet using a data type and number-based cataloging system and color-coded it according to the participant. I then processed the data for each participant, selecting codes based on their evaluated appropriateness based on the codebook (see Appendix E). After rounds of coding according to the parameters of the codebook, additional codes began to emerge (Gibbs, 2012). I incorporated the emerging codes in the codebook, returning to previously examined data samples to cross-reference them and vet the appropriateness and pervasiveness of these codes (Gibbs, 2012) (see Table 3.3). Emergent codes required more nuance than *a priori* codes and even recognized aspects I had not yet considered. I narrowed my scope of analytical focus on the participants' use of, reference to, and utterances regarding navigating ELL-based co-teaching as a practice at SCHS while processing their learning of it in their partnerships post-PLOs. While completing these rounds of coding, I kept a running list of bracketed comments and analytical memos and took moments to synthesize my thinking in summaries in the Google document.

Table 3.3

Emerging Codes during Data Analysis

Construct from Conceptual Framework	**Emerging Codes Found in Analysis, Derived from Literature**		
Transformative		Expectations / Anticipations vs. Reality	Teacher-stated Pivotal Elements in Collaboration
Change Theory & Transformative Learning Theory		Turfism	
Current ELL-Based Co-Teaching Partnership	Demographics	Appreciation for Co-Teacher's Expertise / Presence in Room	Relevance of Resources
Current ELL-Based Co-Teaching Experience			
Change Agents		Expertise v. Novice	Knowledge of Resources
Formal & Informal PLOs			
External Influences Applying Changes to SCHS Teachers' Learning			Examples of Informal PLOs

Round 2 of Data Analysis: Chronological Thinking

Once I had a chance to read through the submitted data sets and give space for my beginning thinking, I sought to understand how to code and process the respective participants' thinking over time through their submitted data submissions. Because the different data sets were analyzed independently of each other, this required that I compile all of the data sets within a cumulative spreadsheet and orient this round of data analysis by filtering for the respective co-teacher's name through all of the data submissions over the timeframe of the case study. Doing this allowed me to begin tracking my thinking on one larger page as I revisited previously applied codes and notes and determined how else to analyze the individual teachers' reporting of their experiences learning and co-teaching over the given school year. Again, I completed these rounds of coding while keeping a running list of bracketed comments and analytical memos and taking moments to synthesize my thinking in short summaries within a growing Google document. If an emergent code was generated at this time, I made sure to re-examine any previously completed participants or sections to validate its use and extend my thinking.

Round 3 of Data Analysis: Prominence of Coding According to Participant

For this round of data analysis, I wanted to examine the respective participants' responses and track which type of codes were generated within their data. These generated data codes were already applied within my previous application, and the data was scrubbed. I valued looking at the coding trends themselves instead of just tracking my initial notes and analytical memos because looking at the participants' submitted data through another starting point allowed me to find different threads of thought to follow in my thinking and analysis of the participants' co-teaching partnership experience and learning experience. I completed cycles of this coding because I had different opportunities to revisit the datasets and interpret where particular codes

may have correlated with specific actions or responses of a participant. At this stage, I still kept reflective notes and analytical memos in a running Google document, but short cumulative summaries of my thinking were becoming more useful to create.

Round 4 of Data Analysis: Prominence of Coding According to Prompt

After I wanted to see which codes came out prominently across all participants' experiences, I shifted my focus to the types of prompts that generated the participants' responses. Doing this type of data analysis allowed me to examine which prompts initiated specific kinds of responses or codes for the CC and ELL co-teachers navigating ELL-based co-teaching partnerships and transformative learning to their professional knowledge. I began comparing the participants' responses according to the individually filtered shared codes to find any similarity and/or variety in the participants' experiences. This process first began on a blank Google document holding the short summaries of the reflective notes and analytic memos; I soon transferred the information over to a column within the cumulative copy of the data sets within the codebook spreadsheet. Depending on the level of similarity, the responses, and the affiliated prompts received a ranking (see Table 3.4).

Table 3.4

Ranking of Codes' Prominence in Data Analysis

Ranking	Qualifier / Defining Traits of the Code within the Affiliated Prompt
0	This code or prompt is not shared sufficiently by all participants to establish a prominent pattern. It may only be present for one or two participants.
1	At least three separate data source prompts for each participant (in an individual question of a respective questionnaire, and/or specific prompt of a journal entry) share a code.
2	The code is present for all full participants, within the same type of prompt, regardless of the moment or location in the comparative case study's timeline.
3	The code is shared by all participants within the same type of prompt, during the same timeframe.

Having at least three independent responses per participant that shared codes (in the case of Rank "1") and finding shared codes through the responses to specific prompts by all three participants (in the case of Ranks "2" and "3") helped to begin norming for a pattern of particular codes to particular prompts. I considered the degree of reflective and transformative impact particular prompts may have had on the CC and ELL co-teachers' navigation of their partnership experiences and the co-teaching dynamic in general. I tracked where and how the three participants respectively reported that reflective and transformative impact. Likewise, it was important for me to see which codes were not commonly shared by the participants. I tracked these results with a Rank of "0" because it would be valuable in the research to see which codes or prompts were outliers and what may have been interpreted or experienced differently by these participants. Altogether, having such results allowed me to see if any notable circumstances shaped a particular person's co-teaching and partnership experience.

Concluding Rounds of Data Analysis

Once coding the data reached a point where it no longer provided new pieces of analysis (Gibbs, 2012), I deemed the samples of questionnaire responses, focus group interview notes, and journaling and planning document data saturated with appropriate and applicable codes (see Appendix E). By the end of the comparative case study timeframe, I completed multiple iterations of short-term reflections and analyses. I recorded my use of these writings as part of Hatch's (2002) description for reflective writing and analytical memos; these forms of writings were completed both individually and among my PLO co-facilitators. As a researcher, I completed a final review of the coding to ensure alignment across the definitions and criteria provided in the codebook (see Appendix E). I then began to interpret the analyses generated from the coding.

Delimitations and Limitations

The study had delimitations and limitations during its timeline, which impacted the analysis and the interpretation of the participants' data. The following is a short section to consider the delimitations and the limitations' impact on the data and the subsequent analytical processing and interpretation.

Delimitations of the Study

Delimitations are the decisions made about the structure and parameters of the research design. During the beginning stages of this study, I intended to structure it as a single case study representative of the school, revolving around at least three complete ELL-co-teaching partnerships; I also considered the possibility that I would be included as a case study participant and undergo self-reflective measures to counter bias as a researcher-practitioner. Another participant sampling was considered, where the intended participant pool comprised two CC co-teachers and two ELL co-teachers, regardless of their partnership. The resulting use of a comparative case study with nonprobability quota sampling to examine the navigation of co-teaching dynamics and transformative learning concerning one ELL-based co-teaching partnership and additional qualifying ELL-based co-teachers and their reported partnerships came as a compromise to the differing research parameters and time constraints of the study.

When planning possible data collection in this study, I considered incorporating classroom visits or ELL-based co-teacher-submitted video recordings of classroom lessons and partnered debriefings as part of an observation protocol. It would have served as an opportunity to observe different coteaching experiences within the classroom setting and note instances of co-teachers' process for active co-reflection on their instructional practices. This data type was removed from the study due to time constraints. I also initially intended to host two focus group

interviews as end caps to the comparative case study's timeframe. Doing so would have allowed snapshot data of ELL-based co-teachers' thinking before and after the duration of the long-term formal PLO experience. Time constraints around data collection access required adaptation to the circumstances, and the initial focus group interview was removed from the data collection.

Limitations of the Study

The limitations of a study are the self-described considerations for weaknesses in the design, analysis, and interpretation of the data. I have come to an understanding that there are three limitations to this comparative case study. The first two limitations are tied to my positionality within the research and the time constraints on conducting the data collection. The third limitation reflects the incomplete amount of data collected from each participant. Regarding positionality, I recognized my roles as a colleague, a PLO co-facilitator, and the researcher within the context of this partner site and the study. I see my role in the school as a strength that allowed me to know the site well and to gain research experience while working. Still, the relationships that I have with the participants may have influenced data collection and data processing. Despite every effort to prevent this from occurring (un)intentionally, it would be irresponsible to assume that this dynamic is not worth acknowledging here.

The other limitation is based on the experience of limited time to collect and analyze the participants' data. The formal PLO workshop series hosted most of its sessions and questionnaires before the research was approved. While the participant-facing materials for the questionnaires, focus group questions, and journal entries were ready to implement at the beginning of the school year, IRB approval was only given halfway through the timeline. There was a shorter window for data collection. These circumstances resulted in a shorter window of time to cross-reference the responses from most of the collected data.

The third limitation is tied to the quantity of data collected from each participant. The participants were all able to take part in the focus group interview. However, even though every participant had access to the questionnaire questions and the journal entries, not every participant submitted their respective responses for the individual prompts.

Conclusion and Implications of Methods

This chapter outlines the process by which I arranged and executed my methods for this exploratory comparative case study of ELL-based co-teachers navigating their co-teaching experience as partners while they are engaging with transformative learning PLO opportunities. Following the methods above, I prepared *a priori* codes based on the pertinent literature. I then collected a cumulation of data from three ELL-based co-teachers' responses to formal PLO workshop questionnaires, a focus group interview, and journal entry submissions while taking care to reflect and record my thinking as a researcher-practitioner collegially working in the partner site. Through four rounds of data analysis of the available data, I generated additional emerging codes and processed my thinking using reflective notes and analytical memos. Once I was able to create cohesive explanations of participants' experiences through reflexive coding and processing across individual data (Weaver-Hightower, 2018), I re-examined the data one final time and then began writing the findings. There were intentional delimitations that made it possible to frame the chosen data samples appropriately for the topic and the needs of the study. Despite there being possible limitations due to my positionality, time constraints, and an absence of some participants' data submissions, this process has provided interesting findings that can help improve future co-teaching relationships and professional learning around co-teaching.

Chapter 4

Findings

Analysis of the given data helped me identify the following research findings:

- Finding 1: For participants, reflection within transformative learning was a personal journey that was important in the collaborative partnership
    - Sub-finding 1.1: Co-teachers drew on their prior experiences in their collaborative partnerships
    - Sub-finding 1.2: Co-teachers described reflection and learning as "a muscle, a skill set that is being built"
    - Sub-finding 1.3: The co-teachers' viewpoints on co-teaching, partnerships, and the supports were important to the co-teaching partnership
    - Sub-finding 1.4: The timing of informal PLOs appeared more responsive to co-teachers' questions and concerns about co-teaching than formal PLOs
- Finding 2: Participants experienced the co-teaching partnerships within a dynamic environment
    - Sub-finding 2.1: Co-teaching partners reported that they benefitted from flexibility, openness, and learning
    - Sub-finding 2.2: Co-teachers became aware of their assumptions of co-teaching roles and responsibilities
    - Sub-finding 2.3: Other teacher leaders supported co-teachers' reflection and transformative learning around co-teaching partnerships
- Finding 3: While navigating co-teaching partnership challenges, participants sometimes addressed symptoms of the problem rather than root causes

- Sub-finding 3.1: The resources that co-teachers accessed did not always support co-teaching partnerships
- Sub-finding 3.2: Attempts to make changes within the Collaborative Instructional Cycle (CIC) required the participants to consider decisions from others' perspectives.

This chapter considers each of these findings in order. It presents both supporting and disconfirming evidence and concludes with a synthesis of findings in preparation for the commendations, recommendations, and discussions presented in Chapter 5.

Finding 1: For participants, reflection within transformative learning was a personal journey that was important in the collaborative partnership

Each participant appeared to make decisions about their collaborative work based on their own reflection and learning. Analysis of the three participants' responses uncovered this finding, as well as the following sub-findings, about the degree to which the individual co-teacher and their individual learning journey affected their co-teaching partnership: 1) the co-teachers drew on their prior experiences in their collaborative partnerships, 2) that reflection and learning were "a muscle, a skill set that is being built," 3) the co-teacher's viewpoints on co-teaching, partnerships, and the supports were important to shaping the ELL-co-teaching partnership, and 4) the timing of informal PLOs appeared to be more responsive to questions and concerns about co-teaching than formal PLOs.

Sub-finding 1.1: Co-teachers drew on their prior experiences in their collaborative partnerships

The ELL-based co-teachers' prior experiences shaped their learning and actions within a co-teaching partnership. The participants and their partnerships did not exist within an isolated

classroom; the participants and their reported actions were linked to their past and established professional knowledge through reflection.

Jamie's Drawing on Prior Experiences. Jamie's reflections and learning from her prior experiences with ELL-based co-teaching had a big influence on her current collaboration. Jamie was a tenured teacher with multiple years of experience as a SpEd and ELL-based CC co-teacher. Throughout the CIC, she expressed a preference for co-teaching partners to be effectively communicative and collaborative with each other. Before the start of data collection, her ELL-based co-teaching partnership changed since she became a CC co-teacher, and she worked for the first time with River, a novice ELL teacher, as her co-teacher for two math courses. In the September Pre-Workshop Survey, Jamie reported,

> Previous years my collaborators have been more active in creating lessons, how can I get my partner to help more with that when they have no previous knowledge of creating lesson plans ?... (Jamie, September 2024, September Pre-Workshop Survey)

In a November journal entry, she wrote, "In previous years my co-teacher and I used to take turns teaching the content, but now, it is that I lead and my co-teacher interjects questions when students are confused." This alluded to a change from her preferred dynamic in the co-teaching partnership and the resulting effect on the collaborative actions. Despite where she noted the differences, she placed a more reflective focus on acknowledging areas of collaboration, stating, "…when students are working, we work in tandem to take turns checking on ALL our students at least twice during class." She summed up this journal entry on her current co-teaching dynamic,

> [C]hanges I would like to see in my classroom are more opportunities to co-plan a lesson, teachers taking turns teaching the content from different perspectives and collaboration of more co-grading opportunities. (Jamie, November 2024, First Journal Entry)

This brings back the focus on the co-planning experience that Jamie was missing from her previous partnership, as well as additional aspects of the CIC. Her survey and journal responses gave her opportunities to reflect on what she was expecting in terms of collaboration and learn about what she did and did not see in her partnership in a transformative way. Her knowledge and awareness of co-teachers processing through the CIC was evident since the beginning of the case study. Her points of reflection focused on how the co-teaching experience differed from her expectations through the CIC. The differing experiences Jamie noted in her data submissions between her previous co-teachers and her current co-teaching partnership with River reflected her understanding that River did not yet have the skills to co-teach. Still, this understanding appeared tempered by her desire to re-establish co-teaching norms through the CIC and uphold her prior expectations and standards for ELL-based co-teaching. Knowing about her prior co-teaching experiences helped me understand her observed efforts in her current partnership to reflect and transformatively learn to support River through the CIC as co-teachers.

River's Drawing on Prior Experiences. River's reflections and learning through his current ELL-based co-teaching were influenced by his previous classroom experiences with EL students. As previously stated, River is a novice ELL co-teacher with two ELL-based co-teaching partnerships: one partnership with Jamie, an experienced CC co-teacher who demonstrated a comprehensive understanding of the CIC, and another partnership with a novice CC co-teacher who is not part of the study. Prior to this school year, River reported working as an ELL teaching assistant (TA) in a different school. Compared to the available aggregate data, while River was not the sole ELL co-teacher during the 2024-2025 school year with novice experience, he did stand apart with his perspective on his role and responsibilities as a co-teacher, highlighting a limited prior exposure to the ELL-based co-teaching dynamic. Other ELL

co-teachers, both those experienced and novice, reported in the August Pre-Workshop Survey of the formal PLO an understanding of co-teaching and co-teaching responsibility sharing that suggested greater alignment with the CIC's expectations of collaborative work between co-teachers throughout the instructional framework. Some of River's responses within this session's survey, which was unpacked in sub-finding 2.2, and other pieces of data submissions, like his November journal entry and the focus group interview, highlighted River's understanding that the CC co-teacher served as the "primary" teacher, while the ELL co-teacher was the "support." He was the only ELL co-teacher in the available data to reference the co-teaching dynamic in this way. Others viewed it more as shared, collective work between knowledgeable teachers. If River had limited to no prior experience understanding co-teaching partnerships, the August Pre-Workshop Survey highlighted some of his understanding of the given limitations. It became his starting point for the rest of his partnerships in the school year.

Within August's session, River submitted the Exit Survey but did not report any instructional strengths or alignment with a co-teacher at the time; this was an opportunity for River to report his experience unpacking norms, values, and agreements with his co-teachers. I reflected on this, as the lack of clarity with this response left a lot open to interpretation about the reasons for not reporting strengths or alignment, and I acknowledged that this is not something that can be readily answered. It could mean that there was not a lot of co-teacher agreement at the time, but this was not the only viable interpretation. For context to August's formal PLO workshop session, it was held during the school's pre-service week in a small, packed PLO space with possible teacher absences or departures, so not every co-teaching partnership met during this time. River's lack of response could be interpreted in multiple ways based on River's reflective experience at the time. However, at the end of the form, River responded to a prompt

for "additional comments or questions to support: partners, co-planning, and/or coach teaching at this time," saying, "[M]y content teacher has been very supportive and our relationship is getting stronger." The previous lack of a statement within the form seemed to imply, among other possibilities, not having a supportive start to a partnership, but this statement countered that. Because River has two partnerships, it remained unclear which co-teacher River referred to at any point in this form.

Despite his novice orientation around teaching and co-teaching, River had prior exposure to working with EL students in the classroom in his capacity as an ELL TA. While he had less experience than Jamie in this regard at the beginning of the case study, River reported having more exposure to language diversity in the classroom in comparison to his other co-teacher. This previous experience shaped how he reportedly approached his reflections and, ultimately, his student-content interactions, co-planning, and co-instruction. Because River navigated this partnership having had prior experiences interacting with EL students in classrooms, he was able to reflect on what he did know as part of his transformative learning experience as a co-teacher in his partnerships.

Isaac's Drawing on Prior Experiences. Isaac's reflections and learning through his current ELL-based co-teaching were influenced by his and his colleagues' previous experiences as co-teachers. Isaac is a tenured History teacher with multiple years of experience as an ELL-based CC co-teacher; he was able to use his prior experiences as a CC co-teacher to shape his co-teaching partnership. By the start of the focus group interview within the study, Isaac had his initial ELL co-teacher temporarily replaced by another ELL co-teacher. Within the beginning of the school year's August Pre-Workshop Survey, Isaac reported having overall "very productive" co-teaching and collaborative experiences for ELs in the past. When prompted to define ELL-

based co-teaching, he responded, "Support to create materials and teach content to students who do not speak [E]nglish or speak it fluently." This description of ELL-based co-teaching might provide a summative understanding of Isaac's co-teaching experience at the start of the school year. Due to a limited explanation around the "support," ELL-based co-teaching provides to "create materials" and "teach content", it was unclear to what degree Isaac's understanding of co-teaching did or did not align with the CIC's collaborative expectations. Additional responses within this data segment are further unpacked in sub-finding 1.2, but I noted within the member checks from the co-facilitators of that monthly formal PLO debriefing that Isaac's responses in the survey prompted other co-facilitators to respond by adjusting supports for partnerships.

Throughout the data, Isaac expressed a persisting reliance on his ELL co-teachers over the years to build his professional knowledge around EL students, adapt the course materials for EL students, and support in-class instruction. The way in which Isaac navigated his reflection and transformative learning during the case study highlighted a pattern in which he gradually unpacked his habits related to turfism within a co-teaching partnership. Literature remains unclear about the origins of boundaries that promote turfism; it may be due to a teacher's comfort with professional knowledge expertise, incomplete supports to complete the CIC, or teacher unwillingness to engage in shifts to co-teaching practices. However, something within the four months' experiences did shift Issacs's perspective and actions around ELL-based co-teaching. During the focus group interview with Jamie and River, Isaac shared an area of vulnerability around turfism habits in response to Jamie's answer for a "one-sided" co-teaching experience that emphasized turfism habits. Isaac said,

> The teacher describing could very well be me…It's one of my big fears…I don't want to be that [kind of teacher]. But it really is again, a weakness of mine…I really do rely on

> my collab to be able to tell me how I should change up what I'm doing …I don't have the…ability to even do that for myself. (Isaac, December 2024, Focus Group Interview)

This comment expressed the level of reflection Isaac had about his prior experiences co-teaching in response to the described situation. Beyond noting when Isaac expanded on his ELL co-teaching reflection, Isaac sharing his thinking on turfism here was an important point in his transformative learning. His prior and subsequent thinking around this moment merited unpacking despite the total data's brevity. Isaac's final journal entry, submitted after the focus group interview, indicated a change in tone that suggested a new desire for co-teaching dynamics. His word choice of "active roles" and "communication" during his partnership with his new ELL co-teacher mirrored more of Jamie and River's focus group comments. This change suggested that Isaac's prior experience co-teaching and his previous experience processing co-teaching with peer co-teachers had some influence on his collaborative partnership.

Sub-finding 1.2: Co-teachers described reflection and learning as "a muscle, a skill set that is being built"

Taken from River's response to a question about the role of a co-teacher based on his experience at SCHS, this section's entitled quote described the nature of reflection and transformative learning observed in ELL-co-teaching partnerships through the data collection. Analyzing the data, it became evident that the co-teaching experience could reflect a co-teacher's internal processing and transformative learning and reveal their growth. Each participant's reported experiences during the four-month comparative case study spoke of their approach to developing their reflective and learning "muscles" to navigate co-teaching partnerships.

Jamie's Reflective and Transformative Learning Muscles. As a co-teacher, Jamie's responses highlighted her frequent engagement with the reflective process throughout the CIC.

This reflective processing and the resulting transformative learning in her previous partnerships has impacted her current partnerships; it has resulted in her reported desire to work with her two collaborative partners during the study as equal contributors and leaders within the classroom material creation and the co-planning conversation. This was also relevant to the moments where she reported in the focus group interview that,

> …knowing the content or not knowing the content, so long as you're willing to learn, [it's] great [that] the teachers are kind of eager. And stuff and videos help if I can get them done in time. (Jamie, December 2024, Focus Group Interview)

She mentioned here preparing learning materials for her co-teachers. This act is a move beyond desiring to be collaborative equals. She had investment in helping her co-teachers learn and attempted to help her co-teaching partners gain content knowledge expertise. This level of support aligned with her current tracking of reflection and transformative learning around ELL-based co-teaching in a new way because she wanted to put thought into action and facilitate her co-teacher's navigation of the content, the classroom space, and the CIC cycle as if they were experts. This support was reportedly extended into her partnership with the ELL teaching assistant (TA), though the ELL TA did not have the same credentials or prior background knowledge. Jamie reported in her October Exit Survey that she, "Just organized dates for [ELL TA] and I to co-plan at th[is] meeting. [River] has been focused on helping [other Co-teacher]", and that in November's Exit Survey, she said after participating in the session, "Working with [ELL TA] was a big plus especially recognizing how we teach together." This description provided some idea of how she worked with the ELL TA to have them contribute and share more content knowledge, roles, and responsibilities in the classroom. Jamie appeared responsive to prompts about completing the CIC and additional obstacles to co-teaching (see Table 4.1).

Table 4.1

Trends in Compiled Data and Codes

Participant	Prompt(s) that Encouraged Most Extent of Reflection or Transformative Learning
Jamie	"How do you feel about working with a co-teacher to collaboratively plan, instruct, assess, and reflect on student progress, at the school?"
	"What else could hinder this experience from being successful at the school, if given sufficient time as a resource to logistically do it?"
River	"How do you (wish to) see your co-teacher be supported by planning and instructional decisions?"
	" What else would enable this experience to be successful at the school, if given sufficient time as a resource to logistically do it?"
	"How does/did your perspective as a co-teacher change over time this year regarding classroom planning, instruction, assessment, and reflection?"
Isaac	How do *you* define/describe your co-teacher's role in an ELL-based collab classroom? How does this align with what you (will) experience…in the school [and] in your classroom?"
	" How do you (wish to) see your co-teacher be supported by planning and instructional decisions?"
	"How do you feel about working with a co-teacher to collaboratively plan, instruct, assess, and reflect on student progress, at the school?"
	"What else would enable this experience to be successful at the school, if given sufficient time as a resource to logistically do it?"
	What else could hinder this experience from being successful at the school, if given sufficient time as a resource to logistically do it?"

This data trend supposes that her reflections on co-teaching were heavily affiliated with the CIC. Her overall responses were more comprehensive and extensive within the focus group interview than in other data collection formats, alluding to her interpersonal strengths that sub-findings 2.3 and 3.1 explored.

The results of the data analysis also suggested other effects of reflection and transformative learning muscles being exercised. When asked about her confidence in navigating language objectives within October's formal PLO workshop questionnaire, Jamie's responses

insinuated familiarity with exploring that skill in her classroom. This familiarity moved her professional knowledge beyond her math content knowledge with a task that might be perceived within turfism as more aligned to an ELL co-teacher's domain. This professional knowledge level reflected her extension of reflection and learning because she appeared to have considered an ELL element in her math courses and learned how to implement it. The moment cumulatively highlighted how she seemed to go against the ideas of turfism and wanted to share accountability for the classroom goals between co-teachers acting as shared experts. This experience built up her reflection and learning capacity within the math classroom.

River's Reflective and Transformative Learning Muscles. River's experiences as a novice teacher using reflection and transformative learning revealed his gradual progress in the co-teaching partnership role. It is important to acknowledge that this study's data collection is comparatively short compared to the time it might take River to acclimate to teaching. However, there were still signs of his growth. When looking at how he perceived himself and his role in his formal PLO workshop questionnaires early in the school year, he expressed accepting and even preferring to play a secondary role to the CC co-teacher; he described reacting more to the materials, the EL student learning during classroom instruction, and the EL students' family communication as an assistant. This description aligned with habits of turfism, which runs as an unproductive counter to ELL-based co-teaching. Based on the data, I am not sure to what extent this initial response was tied to his preference as a novice teacher in a novice setting or an unawareness of the parameters of a co-teacher's role.

Because both co-teaching partners provided different dynamics for him to navigate, River likely experienced circumstances that prompted reflection and transformative learning. It was noted that his responses were more comprehensive and extended within the focus group

interview than surveys or journal entries, with a focus on co-teacher support, co-teaching success, and changes in perspective over time (see Table 4.1). In the focus group, he said:

> … as a new teacher [my] experience, you know, is really lacking. Um, I'm enjoying learning in real time and all this information …I feel bad for [Jamie] who has had someone with more experience before me. Um, but at the same time, I'm building relationships… knowing that you are making connections even though you're not a specialist in it, um, is the positive experience… I'm just a little overwhelmed with how much stuff…and how much need there is. Um. So, I'm trying to meet it with what I have. (River, December 2024, Focus Group Interview)

This comment suggested that he was receiving support to take on more leadership roles in the classroom, to process more of the co-planning and the co-reflection, and to navigate the instruction from one of his partners, Jamie. Within his November Co-Teaching Model Reflection Survey, he explained, "As I grow as a presenter, I look forward to sharing those duties. But in the meantime I enjoy the one lead, one assess." This statement referenced his preference for Co-teaching Model 3, which is a more proactive role than his previously noted preference to ask clarifying questions in the classroom with Jamie. In his first journal entry, he elaborated more on the level of work he did in his other co-teaching partnership,

> We use a hybrid of co-teaching strategies, but the main one is [Co-Teacher] as primary while I provide support and work with individuals, as needed. I will ask questions and provide clarification and context when necessary. We started with him lecturing as I moved throughout the class, but now we use [Speech-to-subtitles tech app] and I will interrupt to ask questions to aid in content clarity and context. (River, November 2024, First Journal Entry)

His initial navigation of this co-teaching partnership within turfism, while not clear as to the reason for its origins, could have been facilitated by him and the co-teacher collectively not having prior standards for the partnership nor accessing the formal PLO workshop's interpersonal tools to process the dynamic at the beginning of the school year. However, according to the timeline of his submitted journal entries and interview responses, River advocated for more open dialogue and change with his other CC co-teacher. In November, an observable mark for the resulting transformative learning within his other co-teaching partnership occurred. In the first journal entry, he reported starting to "chime in, as needed, but would like to structure it more." He also wanted to take on the role of "lecturer" that his CC co-teacher had within a Co-teaching Model 1 dynamic (1 Group, One Leads, One "Teaches on Purpose"). He later reported that the class instructional model shifted from a lecture form of Model 1 to more student-grouped learning reflective of a Co-Teaching Model 7 (Multiple Groups: Two Monitor/Teach). River's experience in growing more active and responsible within a co-led classroom appeared based on him developing more sustaining reflective and transformative learning capacities in his partnerships.

Isaac's Reflective and Transformative Learning Muscles. Isaac's experiences as a CC co-teacher using reflection and transformative learning spoke to the degree of potential change that is possible within a co-teaching partnership, regardless of the amount of time already invested in it. However, unpacking this potential for change first required understanding the current experiences around Isaac's access to change. His responses were more comprehensive and extensive around the roles, supports, and challenges in the co-teaching experience within the focus group interview than the surveys or journal entries he submitted (see Table 4.1). Based on his responses, Isaac's reported co-teaching partnerships have similarly navigated turfism for a

long time. During Isaac's responses around learning about co-teaching as a practice, an element that stood out was his view of his ELL co-teacher as an expert of ELL professional knowledge solely in the room to affect and improve his instruction as an expert content teacher. This assumption about a co-teacher's roles and responsibilities was explored in sub-finding 2.2; it is relevant here because it shone a light on another element for Isaac.

Isaac was not a consistent formal PLO workshop attendee, attending only the first two sessions, although there were no reported scheduling conflicts for the other sessions. While it was unclear why Isaac did not participate in these formal PLO workshop sessions, it was clear that the formal PLO workshops served as a limited reflective experience for him; his initial responses to the surveys of the attended PLOs reflected his habits of turfism. Knowing this, in addition to his comment on turfism to Jamie in the focus group interview, I eventually found Isaac to be a co-teacher who acted on personal understandings of what ELL-based co-teaching could be, developed from his lived experiences with limited to no guided explanation nor use of the CIC. This could mean that Isaac's noted actions before his reflective comment on turfism in the focus group interview were deeply mapped on a pattern of co-teaching partnerships that did not support his reflective nor transformative learning capacities in the way he desired; as a result, his experiences may not reflect the most successful co-teaching partnerships.

Sub-finding 1.3: The co-teachers' viewpoints on co-teaching, partnerships, and the supports were important to shaping the co-teaching partnership

The CC and ELL co-teachers' perspectives on ELL-based co-teaching, their partnerships, and the available supports were important to the partnerships' collaborative dynamics.

Jamie's Viewpoints. Jamie's efforts to have a successful experience with the CIC translated into her presentation of high expectations and positive outlooks for the experience,

dynamics, and assumed resources. Overall, Jamie attempted to complement her ELL co-teachers' abilities by being an expert in both language and content professional knowledge while bolstering their capabilities. This perspective spoke highly of her value for co-teaching and the people therein. Her focus group interview comments on co-teaching as "fun" and "a challenge," and "a family environment" complemented her explanation of her co-teacher's contributions of professional knowledge, saying, "…between [teachers] that know…and then may not know the content…the one thing I've always noticed…is the desire to learn, the desire to expand their knowledge." Later in the focus group interview, she added, "But knowing the content or not…so long as you're willing to learn." In respect to her own learning and knowledge, she readily valued ELL co-teachers' feedback and responsiveness within the classroom, stating,

> Sometimes…you feel like, okay, what am I doing wrong? And it's kind of nice to have someone who's got your back and be like, [you're] not doing anything wrong. [It's just] a tough piece to teach…(Jamie, December 2024, Focus Group Interview)

These quotes marked an important viewpoint highlighting having a shared experience in proximity alongside an ELL-based co-teacher who can support reflection and classroom instruction, even with a novice level of content expertise. When reflecting on the partnership between Jamie and River, I saw an open and communicative dynamic. This seemed reflected in River's description of Jamie and their shared co-teaching.

I think that Jamie ultimately had a clear goal or vision when acting as a collaborative partner. She sought to have supports in place, to see the co-teaching partnership as a source of learning, and to find an equal partner in the work of the CIC. These goals ultimately countered turfism and promoted a sense of learning and growth throughout the school year. This tied exceptionally well into the idea of adult learning, reflection, and transformative learning, as this

viewpoint played a role in navigating things that might otherwise come up as points of confusion or challenge within the partnership and still maintained the essence of ELL-based collaborative teaching.

River's Viewpoints. As a novice teacher growing within his co-teaching and collaborative partnering abilities with two different people, River's opinions on the experience, dynamics, and available resources changed. As previously stated, Jamie and River were originally each other's sole collaborative partnerships; this seemed to have been something that they were anticipating. Due to insufficient numbers of ELL personnel at the beginning of the year, River was circumstantially rescheduled to work with a novice CC co-teacher. He said,

> I'm giving the support for the other [teacher], so I think, I think it's really reinforcing how crucial it is to get in there. Uh, I think the decision was made based on the fact that [Jamie] has so much more experience. And then they put two new teachers, myself and this other teacher, together, and they're like, ah, [these teachers] need help. (River, December 2024, Focus Group Interview)

River's comment here described SCHS or its personnel's responsivity to River's co-teaching partnership. With River's continued reference to instructional coaches and ELL collegial support, it became evident that school resources and personnel concentrated around River's other co-teaching partnership, as well as the resulting classroom instruction. The call for support in River's other co-teaching partnership was seen early, with River's September Pre-Workshop Survey response of having a "much more unproductive" co-teaching experience than before. Despite this, he mentioned, "building a working relationship with the content teacher, as well as the students has been growing in positive ways. It's a cumulative experience." October onward, River included reflective descriptions of his use of personnel resources to process parts of the

CIC. While the information was explored further in sub-finding 2.3, I noted here that a few of River's descriptions alluded to his support being for both the partnership and his general novice teacher experience.

Overall, River appeared to have started from a neutral, if delineated, perspective of ELL-based co-teaching and its partnership dynamic that he was feeling positively about, possibly due to comfort in managing a limited role. But as he said, "…right now I'm just a little overwhelmed with how much stuff there is, uh, and how much need there is. Um. So, I'm trying to meet it with what I have", there were connections to overcoming points of tension and confusion with the co-teacher roles. He has since found success working through the CIC. He later called the experience and the partnership "great" and "a dance." River mentioned as part of his cumulative reflection during the interview, "…I started being really nervous about [what] my role would be. [With] time, it's grown into. Wow. Okay. I do see myself [as] a critical component of the class." He then said of its overall impact, "…it's made me more curious as to, okay, what's the next step? What's the next level?" This moment spoke to the growth in skill sets that River recognized in four months as a co-teacher in different co-teaching partnerships.

River made a notable connection between the co-teaching experience and strong classroom rapport with EL students. This sentiment was shared with Jamie, and both spoke about their own experiences in how they benefitted from linguistic and cultural diversity in the classroom. River compared this outlook with his other CC co-teacher, describing an experience that he had with his co-teacher in planning a unit topic,

> …no [prior] exposure to the EL population.…I kind of stumbled onto the fact that. That's not something [that] You can fake it till you make it. It's like if…you've never sat in a class where you didn't understand what was going on…it's really hard to say…'this is

> [Content Class]. I mean, [we're] making it pretty simple. You know, everyone knows what [topic concept] is.' I was like, yeah…but we have to [find a way to say] how? You know…And this …isn't coming from like, a malicious perspective. It was just like, 'huh? How? I don't know how to make this any simpler.' … quite sometimes this is a little bit of a struggle. (River, December 2024, Focus Group Interview)

While I could not infer River's CC co-teacher's response nor subsequent actions, it was important to highlight that confusion, unfamiliarity, and potential limitations in professional knowledge may have played a factor in River's partnership. Still, River demonstrated a reflective role and teacher leadership while supporting reflection for another person. Here, he held a positive view of co-teaching for its ability to shape learning experiences for EL students in the classroom despite having to mediate challenges within the partnership.

Isaac's Viewpoints. Because Isaac had prior co-teaching experiences that reflected his limited access to success working through the CIC, his viewpoints on co-teaching, the co-teaching partnership, and resources of interest underlined having limited access to reflection and transformative learning experiences. When describing his ELL-based co-teaching experiences, Isaac reported that his experience was "a spectrum…challenging [to] tread water", with this year's co-teaching experience so far "chaotic, but manageable." Tempering this, Isaac noted that he wished there "was more of it" because of the co-teaching partnership's influence in a classroom. Isaac described the role of the partnerships between co-teachers as one of extended support for the CC co-teacher. He noted that he is "constantly learning," and that,

> …the person coming in to help me is an expert in their field…I might be an expert in the content and teaching of whatever I've been certified in, they are there to kind of help me adapt that to reach EL students. So, there they are, a co-teacher. [They] are an expert in

> that. And. They will help me create lessons that [can] transfer the information better. (Isaac, December 2024, Focus Group Interview)

When describing how partnerships play out in the classroom, Isaac took time to present two scenarios of partnerships,

> …The best collabs [are] team members in the room... they interrupt to interject and say something in a different way. Um, they are for collaboration, for feedback. They can tell me after class or something happened that I could do better in the next room or the next day…when it doesn't work, I guess they're more like a support for *a* student who might just be there to be physically near a student to keep them on task…that can work one on one. But if I have a lot of kids...I don't like that style…It's better than nothing. (Isaac, December 2024, Focus Group Interview)

Both samples of thinking about the ELL co-teacher partnership bore a narrow interpretation of the CIC. Isaac's "best" version of collaboration, resembling that of a primary teacher with an interjecting support teacher, was the same co-teaching format that River wanted to move away from within his partnerships. Considering Isaac's understanding of co-teaching, this scenario would still position Isaac and the possible co-teacher within turfism habits, with Isaac's adult learning needs at the crux of co-reflection and co-planning actions to which the ELL co-teacher would have to respond. The ELL co-teacher would then be reactive to the student's learning during the instructional phase. Ultimately, positioning the ELL co-teacher in a reactive role to the materials, the CC co-teacher's knowledge and the EL students' learning would prioritize reactive resources. Throughout the submitted data, Isaac processed his experiences with co-teaching by valuing supports that would entrench turfism further and replace co-teaching with external supports or translators. Isaac noted in his November journal entries that he wanted more

support with "[m]ore places to send small groups of students and tutoring with specialists in the languages." as well as "Translations and people who can work [1-on-1]…these students have more to worry about than [language, like incomplete schooling and] SpEd obstacles to overcome." While small groups could support differentiation, these comments advocated for more tutoring or small grouping of EL students according to home languages that would affect their class inclusion. Nothing within the submitted data could give further context to his call for SpEd support, except his supposed need to revisit his assessments and assessment style since "Testing is still tough for all EL students. Lessons can be planned but assessments [it's] very hard and they do not keep knowledge." These sought-after resources and the persisting desire for a translative app overshadowed the possible incomplete aspects of the CIC that were not being addressed nor supported. Isaac's assumptions about the value of ELL co-teaching and the process of implementing changes to the practice were unpacked further in sub-findings 2.2 and 3.2, respectively, but it was evident here that he anticipated the reactive nature of an ELL co-teacher to address situations that were not aligned with co-teaching; this was what he knew to do with some margin of success.

Sub-finding 1.4: The timing of informal PLOs appeared more responsive to co-teachers' questions and concerns about co-teaching than formal PLOs

The CC and ELL co-teachers expressed more support from informal PLOs than the formal PLO offerings. Both had a part to play in helping the ELL-based co-teachers navigate their co-teaching dynamics. Still, the comparative absence of "views of formal PLOs" across all available data submissions helped position the participants' perceived greater influence from the informal PLO experiences to be examined. The most beneficial forms of informal PLO seemed to be oriented around supportive conversation, based on the participants' general reporting. But

what also merited closer examination was how the timing of the conversation helped shape the participants' transformative learning.

Jamie's Use of Informal PLOs. Jamie discussed the conveniences of informal conversations and opportune circumstances regarding informal PLOs. Even though Jamie was a consistent attendee of the formal PLO workshop series and did report positive experiences in accessing information within these sessions, she responded with a neutral outlook on the effective use of time in the November session. Jamie reported 'somewhat disagreeing' that this session effectively used the time for peer or individual work opportunities because she hoped to work more on content-specific activities for her classes. This moment aligned with an interview response where Jamie mentioned reacting to a major curriculum change that affected the courses' pacing and material appropriateness to course standards at the beginning of the year. She reported initial excitement to benefit from the co-teaching partnership and her content collegial peers' informal PLOs to create resources preceding summer; she hoped to be 'caught up' before school started. It also aligned with her reporting the realities of being somewhat pressed for time and access to River as her co-teacher to prepare available materials.

In general, Jamie held a high value for interpersonal communication with her peers and teacher leaders. When considering the value, she emphasized the reflective and transformative nature of hearing different perspectives. She explained in the interview that she has,

> … people in and out of our classrooms…a tutor will stop by. Oh, my student isn't here. Do you need support? Yes… the literacy coach: Hey, you want me to pop in? Yes. Because I feel like the more ideas, the more thoughts you have. The more that you know, either you're going in the right direction or the wrong direction...It's a win win… (Jamie, December 2024, Focus Group Interview)

So, Jamie responded well enough to the informal PLOs because the school year started with a disruption to her expected collaboration with River. Jamie's novice collaborative partner, River, received limited resources to support a more novice teacher in an ELL collaborative class. As a result, Jamie has been managing that effect on the split of her collaborative partner's time and focus while supporting chances for River to improve when he could. While her tone sometimes communicated some disappointment and resignation of the externally imposing circumstances, she still described the different workarounds to doing the CIC while River was balancing a different arrangement. Her concerns and frustrations with the limited collaborative dynamics were noted throughout her surveys and journal entries. But her verbal reflections insinuated that she reflected and learned where she could work around the limitations, such as when Jamie and River would find co-planning time as they walked to their cars after school, "literally discussing ideas or things we could do different." She elaborated on her learning orientation despite difficulties:

> when we have our moments to, um, sit down and or walk to the car and, and kind of reflect on things. It's kind of nice to. To get that feedback because…you get to reflect… and it's just having that support, having that feedback...It's like constant learning. (Jamie, December 2024, Focus Group Interview)

These moments demonstrated how Jamie benefitted from informal PLOs. Still, it is important to reiterate that her support of River also positioned her to act as a teacher leader who provided informal PLO for him. She was taking on a teacher leader role for not only the content knowledge but also the instructional practices and the collaborative processing of the CIC.

Overall, the nature of these informal PLOs is that they take place as conversations that are available at the right time. These reflective conversations were from her respective CC

colleagues within her department, tutors and literacy coaches, and her ELL co-teacher coming to offer support, not necessarily an answer. The focus group interview itself also served as an informal PLO for Jamie: when listening to Isaac discuss additional resources that benefited co-teaching, she considered the value of a class TV-translation projection system that Isaac was using and elicited the learning technology instructor's help from Isaac's explanation and River's follow-up support. Jamie valued informal PLOs not only for content knowledge but also for the interpersonal dynamics within her collaborative partnership. She and River indicated a mutual benefit to learn from each other through conversation.

River's Use of Informal PLOs. River's experiences within the informal PLO conversations indicated how he could find a point of stability and slowly grow within his capabilities. River was another consistent attendee of the formal PLO workshop. Soon, River reported in the September Pre-Workshop PLO Survey that he needed help with efficient co-planning when he had both aligned and misaligned planning blocks in the schedule. October's Exit Survey response noted too many meetings as conflicts with collaborative time management. While River did report in the interview that the formal PLOs were beneficial to helping him learn, he emphasized the more frequently occurring one-on-one interactions with instructional coaches, literacy coaches, and his ELL department colleagues to address the dynamics within his ELL-based co-teaching partnerships. Given all of this, he described being overwhelmed by the extent of information he expected to learn from many school resources. He said, "I ['m definitely motivated to] get better with the content and…[the] methodologies… I'm just a little overwhelmed with how much stuff [and] need there is." Still, he could process ideas and actions within his co-teaching partnership so long as he processed one at a time because "…it feels like a like a giant, um. You know, siphoning in, and, like, only drips are getting through."

There were notable reasons for River's value for his informal PLO conversations with teacher leaders available to him, such as instructional coaches and literacy coaches. These conversations reportedly prompted River to take critically reflective opportunities alongside the teacher leaders as change agents, who responded to his tension and confusion and supported his reflection. As mentioned in sub-finding 1.2, he was gradually able to norm for more open dialogue with his other CC co-teacher. An observable mark for this reflection and the resulting transformative learning within his other co-teaching partnership occurred in November. In his first November journal entry, he reported starting to "chime in, as needed, but would like to structure it more." He also wanted to take on the role of "lecturer" with instructional coaches' support that his CC co-teacher had within a Co-teaching Model 1 dynamic (1 Group, One Leads, One "Teaches on Purpose"). He later reported in his late November journal entry that the model shifted away from a lecture form of Model 1 to more student-grouped learning reflective of a Co-Teaching Model 7 (Multiple Groups: Two Monitor/Teach).

Isaac's Use of Informal PLOs. Isaac's informal PLO conversations were responsive to the needs that Isaac knew, and one need that he did not. Isaac's soliciting of help from others stemmed from his urgency to support a classroom environment in which five languages were spoken. During this time, both Isaac and his ELL co-teacher were monolingual. He responded in the initial two journal entries and throughout the focus group interview, describing his concerns about not having a sufficient tutoring system or a translation application integrated into the classroom to minimize small student group teaching in the classroom that occurred with students between himself and his ELL co-teacher. As mentioned earlier, Isaac's orientation to ELL-based co-teaching expertise has so far been every ELL co-teacher present with him in the room's ability to redirect him when necessary; thus, the extent of the ELL co-teacher's professional

knowledge and the communication between Isaac and his current co-teacher that led to these resources being desired was unknown. Still, the reason for Isaac's reliance on the ELL co-teacher's expertise was made clear in the focus group interview, recalling more of his response to Jamie's comment on a classroom with extreme examples of turfism:

> The teacher describing could very well be me…I don't want to be that, a weakness of mine, [of] not really knowing how to adapt [lessons]…just with all the outside pressures of…timelines and grades and all the other plates that I have to balance... I really do rely on my collab to be able to tell me how I should change up what I'm doing and to, to be able to adapt that stuff…I don't have the…ability to even do that for myself. (Isaac, December 2024, Focus Group Interview)

This was a vulnerable moment for Isaac, not only because it was when he addressed his perception as a teacher and a collaborative partner with professional knowledge and when he expressed a reactive concern of being a teacher that supports turfism, but also because of the depth of the reflective conversation happening within the informal PLO space among peers that supported transformative learning. Because of the space and time provided by this informal PLO, Isaac unpacked internal and external factors in a critically reflective way that ultimately influenced his decision-making as a co-teacher.

Getting to this depth of expression and reflection for any ELL-based co-teacher would have required multiple factors to align. What facilitated this experience would be that Isaac self-reported participating in the comparative case study because he was seeking support for his current dynamic in his co-taught classes; the peers within the conversation also normed for a non-judgmental and supportive discussion space that examined models of what co-teaching is, allowing for individual, and soon collective, consideration of experiences. The beginning impact

of the focus group interview as a moment of transformative learning for Isaac may have been noted in his final journal entry submission for the case study, which was delayed. His choice of terms and areas of focus started to resemble more ideas and perspectives around co-teaching that were considered by Jamie and River during the interview than in previous submissions.

Finding 2: Participants experienced the co-teaching partnerships within a dynamic environment

This finding centered on ever-changing spaces and situations that ELL-based co-teachers navigated. Data suggested CC and ELL co-teachers needing to consider these following ideas in their partnership while navigating co-teaching: 1) co-teaching partnerships reportedly benefitted from co-teachers' flexibility, openness, and learning, 2) co-teaching requires co-teachers to be aware of their assumptions of co-teaching roles and responsibilities, and 3) other teacher leaders could support reflection and transformative learning around co-teaching partnerships as change agents.

Sub-finding 2.1: Co-teaching partners reported that they benefitted from flexibility, openness, and learning

The CC and ELL co-teachers reported navigating their respective experiences and understanding within spaces that supported ELL-based co-teaching. Most of the environmental structures were school context-dependent and outside of the ELL-based co-teachers' control. Yet, these structures and contexts still contributed to the partnerships in which the participants found themselves. The teachers' feeling of agency within the situation made it interesting to see how the three SCHS participants' actions lent themselves to understanding and supporting a constant framework of flexibility, openness, and learning within their given circumstances (see Table 4.2).

Table 4.2

Pawan and Ortloff's (2011) Teacher Collaboration Practices in the Data

Participant	Prevailing Teacher Collaboration Practices
Jamie	"consultation (seeking advice from each other)"
River	"information exchange (sharing information with regard to students)"
	"shared decision-making (coming together to arrive at a consensus on a certain action)"
	"cooperative participation (co-teaching, co-development of curriculum)"
Isaac	*Attempted* "consultation (seeking advice from each other)"
	Attempted "information exchange (sharing information with regard to students)"

Jamie's Reporting of Benefits in Co-teaching Experiences. Jamie's reports of her partnership's communication, challenges, and problem-solving spoke to the partnership's benefit from flexibility, openness, and learning. Jamie has described her co-teaching experiences so far as adaptive and responsive. Everything so far has reflected most of Pawan and Ortloff's (2014) categories or prevailing practices. It has been evident through her and River's efforts to maintain productive communication and reflection and provide informal PLO responsively that Jamie thought the co-teaching experience was "like constant learning. You know, the students are constantly learning. We as educators should constantly be learning." She tapped into the dichotomy of the classroom, suggesting that students and teachers should both benefit from the classroom's learning experience. Jamie's findings of the co-teaching experience were also shaped by other ELL-based co-teaching experiences that she has observed.

During the focus group interview, Jamie brought up comparative experiences for co-teaching and reflection. In doing so, she spoke to the reasons "why co-teaching may not be successful, excluding time constraints." She mentioned how other co-teachers presented their responses to PLO and co-teaching in action in a way that indicated little to no evidence of

openness or learning. In one instance, she described the experience of co-teachers "try[ing] to run away" from the formal PLO workshops or "just sitting there looking like, 'Hey, I want to get out of here as fast as I can.'" And she reflected that it should be an "opportunity to grow…to learn." This reporting highlighted how Jamie's experience as an attendee and a reflective co-teacher might not be the norm for ELL-based co-teachers in SCHS. She described ELL-based co-teachers demonstrating turfism to the point where she reported that co-teaching relationships appeared "one-sided ." Jamie realized that other ELL co-teaching partnerships did not collaborate to create accessible materials for the students in the lesson, noting that when she was visiting a classroom, "the [CC]teacher [is] just going [on and on]. [T]he [ELL]collab teacher is sort of whispering and trying to explain things as fast as they can…the teacher was like not acknowledging the [EL] students in the classroom." She summed up her observation of the CC co-teacher "blurring away…to teach it the way they always [did] and not change it," that it was "not supportive of the students," and that the teacher was not "willing to change or learn."

Co-teaching did not always go perfectly for Jamie and River. Their experiences with the CIC during the case study were already impacted by external factors to material, curriculum, and time. Despite her description of the realities of co-teaching as "scrambling" with lessons and time, Jamie commented on moments of her and River's collaborative partnership, saying,

> not let [one] person or the other [carry] the weight of the of the ideas,…both parties have great ideas and…different perspectives on how content can be taught and stuff and shared. And so, having…two perspectives is very beneficial. So being able to sit down, to actually sit down and hash out ideas… (Jamie, December 2024, Focus Group Interview)

Much of this perspective was seen in her efforts to have her co-teachers be prepared to co-teach lessons, respond and adapt to classroom needs, and to play a bigger role within co-assessments.

As Jamie described her experiences, she pivoted to reflect on her ideal conditions for co-teaching. While her comments alluded to a productive use of ELL-based co-teaching, her initial interpretations of ideal circumstances may not always align with all the needs intended to be served through co-teaching. She highlighted that she would prefer ELL-based co-teaching for just EL students to support a dynamic that treats the classroom as a "family." This model of instruction would consequently suggest a tracking model of ELs' course offerings and run counter to the parameters of ELL-based co-teaching and its reason for implementation at SCHS. When encouraged to expand further and to consider additional reasons for and effects of co-teaching, her response indicated her ongoing thinking through other students' needs and institutional circumstances. Jamie came to a verbal understanding that facilitated content access was relevant for any student regardless of language and that student-student and student-teacher interactions were the deciding factor to a class being a "family." Through that conversation, there were shifts from a protective view of students and learning spaces to a more inclusive view of problem-solving in learning spaces. Upon reflection, Jamie and River's concerns in this conversation were primarily about classroom management: student attendance issues, administrative actions disrupting attempts for consistent student presence in the classroom, student-peer interactions, differentiation, and assessment. Behavioral and classroom management are important aspects of co-teaching, but because the study focused on the co-teaching partnerships and navigating them, it was outside of this study's scope; still, these aspects in co-teaching and partnerships could warrant further investigation in future research.

River's Reporting of Benefits in Co-teaching Experiences. River's reports of his partnerships' use of flexibility, openness, and learning originated around his personal comfort and professional growth. River began his co-teaching experience, reporting support for an

imbalanced or reactive model of co-teaching partnerships. His gradual changes in understanding and navigating his ELL co-teacher role allowed him to see different stages of improving ELL-based co-teaching. Initially, his processing of ELL-based co-teaching had boundaries for each co-teaching partner. He described often taking on managerial roles like writing passes, redirecting students, and supporting EL student work in the classrooms. These patterns aligned with turfism between ELL-based co-teaching partners, suggesting co-teachers had separate and limited roles. During the focus group interview, he noted:

> …one of the nice definitions [of ELL] based co-teaching is that…you develop this symbiotic relationship where [you] consciously and unconsciously start playing off of one another, whether it's good cop, bad cop, or dividing up the things or literally just being hands…I look at myself as, like a multi-tool…to support, you know, because it really comes back around to like as long as the instruction is…the most effective, then whatever needs to happen in that moment …it's nice and that's going to grow I think. (River, December 2024, Focus Group Interview)

He described himself as a "multitool" and the second pair of hands within the classroom. Throughout his responses through the different data submissions, River explained that his overall growth within his co-teaching partnerships was supported by the flexibility of solutions, openness from his co-teachers, and formal and informal PLOs. Though he felt overwhelmed as a co-teacher for two different CC co-teachers in different content areas, his submitted responses to facilitating co-planning with Jamie implied flexibility, not only with the instance of timing availability but also the substantive work within that available amount of time. At the same time, he also benefitted from his other partnership. In the focus group, he described motivations for

improved partnership dynamics, as seen in sub-finding 1.3, by contributing more professional knowledge about EL student achievement in his partnership:

> As a new teacher working with another new teacher (new to EL's as well as new to the school/area), we have faced initial obstacles while finding our rhythm and establishing roles. I feel more confident in voicing my concerns and opinions in regards to the EL students. [CC Co-teacher] has been supportive in my role and we have a dialogue. We still have differences in opinion on certain aspects, but…it's healthy and balanced. (River, December 2024, Focus Group Interview)

Ultimately, River reported how he was driven to improve his novice-level teaching and partnership, learning more about the content and methodologies to grow as an equal co-teacher.

Isaac's Reporting of Benefits in Co-teaching Experiences. Isaac reported benefiting from flexibility, openness, and learning in his partnership in a way that highlighted where these three aspects were not yet fully enabled and where they could be enabled. Isaac's current co-teaching experience was based on his attempts to maintain what he knew was successful from previous years. Because Isaac never reported accessing other forms of PLO besides his assigned ELL-based co-teacher, the co-teaching partnership was likely his sole initial means of extending learning as a CC co-teacher to be able to co-teach better. Beyond the classroom needs, Isaac's situation uncovered his attempts to navigate flexibility, openness, and learning in a limited way of co-teaching while addressing the symptoms of that limited way of co-teaching.

Isaac's attempts to address the multilingual classroom environment with language translation may have reflected gaps in his use of the CIC. His eliciting of translation apps or multilingual personnel may reflect flexible and responsive attempts to be translingual (Pacheco et al., 2015; Stewart et al., 2022), but it also highlighted how he did not implement parts of the

CIC that needed to happen for students to access content in the target language (Dove & Honigsfeld, 2017). Things like pacing, material preparation, or even student-thinking time and student-teacher and class-teacher interactions would be possible conversation points for collaborative instruction instead of solely translation. When looking at the CIC as a whole concept, Isaac seemed to opt into using parts of the collaborative planning and reflection after having instructed and assessed independently of the ELL co-teacher. Isaac's reported co-teaching experience reflected ideas of turfism due to the incomplete work through the CIC. Isaac said that he "got lucky" to share his co-planning block for the first time in four years with his ELL-based co-teacher despite it being shared "with another teacher that they work with. So, we all just kind of sit in the same room and share the time." Nothing further was said about the collaboration in this situation, so Isaac may have had similar experiences as Jamie and River, sharing his ELL co-teacher's time with another partnership. Within the reported incomplete experience through the CIC, the frequent separation of the ELL co-teacher to work independently with the EL students suggested turfism in the relationship due to his designation of certain CIC aspects being collaborative or not. In his first journal entries, Isaac reported,

> [ELL Co-teacher] helps translate and walk through with the EL students. They can take them into small groups as well to work on things. They go through the content of the day and create work that can differentiate the content for the kids in varying levels. (Isaac, December 2024, Focus Group Interview)

and that, "[The ELL co-teacher] translate directions in real time, bring about small groups and work with the ELs to help focus and manage their activity. They provide feedback too on lessons." His description of how the CIC played out between his collaborative partner and himself alluded to the idea that the ELL teacher was there for him to get help disseminating

information while the ELL teacher reacted and then finally gave feedback on his teaching performance. Isaac's decision to find feedback via participation in this study allowed him to ultimately consider what Jamie described in the focus group interview as an unproductive co-teaching experience between CC and ELL co-teachers in the classroom. Here, Isaac shifted from one interpretation of learning through co-teaching to another.

After speaking with Jamie and River, Isaac possibly reflected on effective co-teaching. In his final journal submission after the interview, he spoke of wanting more collaboration and more of an active role in the classroom from his new temporary ELL co-teacher, a bilingual teacher. Even when one of the class languages' translation concerns was addressed, the task of translating the other languages, in addition to the expectations of a co-teacher in the CIC, seemed to become more isolating and, therefore, undesirable to Isaac. Isaac sought more leadership and "team effort" from the collaborative partner and not necessarily more translation service apps. Because he was seeking a more "active role" from his temporary collaborative partner, this also spoke to the stressors in managing all the work by one's self (turfism) because Isaac reported in his last submission that, "As the year progresses I have less and less time. I am balancing a lot and things will fall on my priority list as bigger issues arise. I wish I had more time." At this point, Isaac wanted to benefit from more openness and flexibility between himself and his co-teaching partner.

Sub-finding 2.2: Co-teachers became aware of their assumptions of co-teaching roles and responsibilities

The CC and ELL co-teachers demonstrated some clearer understandings of their roles and responsibilities while navigating their individual and collective learning through their partnerships. They ultimately recognized the need for self- and mutual accountability, which

occurred as they applied their growing professional knowledge. This moment of reflection in action could be an opportunity for the ELL-based co-teachers to mitigate or increase acts of turfism and the misuse of co-teaching models.

Jamie's Awareness of Co-teachers' Roles and Responsibilities. Jamie's navigation of ELL-based co-teaching purported responsivity in eventually equalizing CC and ELL co-teachers' roles and responsibilities in response to changes through the CIC alongside a novice teacher with limited professional knowledge and limited available time. Because Jamie's experiences emphasized alignment of collaborative experiences with the CIC, she appeared pretty comfortable taking on and handing off co-teachers' roles and responsibilities. She said,

> I am an expert on my content. They're expert in [their] content. And we're [collaborating] to create [an environment] enriched with the content that would help our students, no matter what level they're at. Kind of get them to where they need to be, [for the] the content area, [and] for English as well… (Jamie, December 2024, Focus Group Interview)

This response came across as counter to turfism, compounded by her expressed concern to avoid and prevent patterns of behaviors that left the workload of a particular task on solely one teacher's shoulders. Her response related to adult learning, reflection, and transformative learning as she processed novel ideas while supporting full collaboration in the CIC.

As part of their sharing of roles and responsibilities, Jamie valued getting support from River as a novice teacher when he posed clarifying questions in class that may have been for his own benefit but also the benefit of the students. Her reported preferences and responsiveness to clarify the content if and when River asked questions suggested that she felt like she had to act and react in real-time to needs and consider how she would adjust. Jamie and River also

discussed their modification of materials while the lesson was in progress, responding to the needs of students' progress or class confusion. The prevailing idea within Jamie's navigation of the roles and responsibilities could be summarized with parts of her data: "we work in tandem" for "our class," to "help our students, no matter what level they're at."

River's Awareness of Co-teachers' Roles and Responsibilities. River's navigation of ELL-based co-teaching marked shifts in how CC and ELL co-teachers' roles and responsibilities were distinguished and shared. The shift in navigation was possible due to the levels of support that River received as an ELL teacher and a collaborator. His shifting descriptions in reporting outcomes showed dynamics becoming less aligned with isolated roles and classroom structures.

From the Google Form Exit Survey in August, three questions were numbered, and each had the same list of possible course-based responsibilities within a co-teaching partnership (see Appendix B). Each teacher was invited to respond to the given question by clicking one or more options as part of their answer. River's responses to the division of CC and ELL co-teaching responsibilities provided an interesting example of reflective self-perception.

River's initial description of ELL co-teachers' specific responsibilities implied a role with some aspects of influence on assessments in the classroom while being more adaptive to the CC co-teachers and reactive to materials and EL student learning in the classroom. His intentional selection to opt in the EL student groups and opt out of the non-EL student group for the ELL co-teacher's role could imply a perception that EL students are an ELL teacher's responsibility and non-EL students are the CC teacher's responsibility. River's response to CC co-teachers' responsibilities presented all possible options as the CC co-teachers' job. Interpreting the difference in responses for the two questions may indicate one of two things: River's perceived difference of course-related accountability seen in the responsibilities between the CC and the

ELL co-teacher, or the perception of River's thinking as he was answering questions while scrolling sequentially through a form. His answers in the third question had the most overlap between CC and ELL co-teachers' responsibilities; based on what was not marked in the third question, Jamie's response suggested that CC co-teachers have the sole responsibility for giving homework and assignments, student and furniture arrangements, classroom norms, and feedback to non-EL students.

When examining River's description of the co-teaching dynamics with his collaborative partners, his ideas shifted from a limited bound of roles to a more nebulous dynamic. River described, within the interview and the journal entries, that he has been able to use dialogue with his co-teachers to adjust his scope of control at differing paces. With Jamie, River seemed to have had a delayed start in taking on some of the roles and responsibilities that were expected of him, but they were eventually shared. He highlighted areas in which he was initially unable to collaborate with Jamie successfully, and their system of responsive communication allowed them to address those areas of concern at some point, adapt, and follow through with some next steps. With his other CC co-teacher, River came to an understanding that the initial structure and the experience from which he was moving away was not coming from any intentional maligning or isolation but from not having any other co-teaching experience to compare and not having had to consider the circumstances or the dynamics of an ELL collaborative classroom.

This attempt to understand the basis for the initial delegation of tasks spoke to River's efforts to understand how his collaborative partner worked through adult learning and reflection. River reported sustaining dialogue with this teacher when he was also accessing teacher leader support (instructional coaches, literacy coaches, and peers) in material creation, idea contributions, and interpersonal dynamic navigation. Because of these cumulative supports and

the level of dialogue that he has been able to have with the CC co-teacher, who seemed open to some of the directions that were reportedly taken, River then began to see himself as having a greater role as an ELL teacher with a limited managerial role in the classroom. For example, River reportedly recognized Jamie's support for him to grow as an equal co-teacher through the CIC. Because he was then experiencing a dichotomy between the partnerships, there was an invitation for him to see what he wanted to do for himself. As he grew within his co-teaching role, he reported wanting to do more as a co-teacher within his other partnership.

River's comments on the other partnership's delineation of tasks were interestingly not only self-facing. River was the only participant to describe how his actions in his co-teacher role could have been received by his partner. It was earlier noted that River was the only ELL teacher in the participant pool. In his second journal entry, River remarked, "My collab partner has been very supportive and generous. [The CC co-teacher] is open to my ideas and suggestions and gives us [supporting personnel] the freedom to make accommodations, as needed." Despite the positive tone, the choice of words positioned the co-planning situation in a somewhat limited and transactional way. The short description implied that the CC co-teacher had more control of the ideas and direction of aspects in the CIC but that the CC co-teacher was open to ideas by giving some leeway for "accommodations" from River and the teacher leaders supporting him. I questioned at this point if River's position as a novice co-teacher trying to shift a partnership with turfism had triggered something in their dynamic to have resulted in this description or if River held any persisting self-perceptions of being "support" in the class. Regardless, this demonstrated to what extent the co-teaching partnership was still operating roles and responsibilities within turfism.

River was the only participant who described how others outside the partnership could have interpreted his actions in his co-teacher role. River emphasized his presence as an extra set of hands in classrooms while navigating co-teaching and students. When describing the student-teacher interactions within his other partnership's classroom space, River said,

> …a little unproductive hurdle that that I've noticed is… having two teachers in the class, the kids will question, like, 'who's the real teacher', you know? [River chuckles] you know [that's] a little bit of a…I mean, for me, it's always like silver lining as well. Then you have to define,… who's the real parent?...there's always a little teachable moment… (River, December 2024, Focus Group Interview)

River described validating both his and his co-teachers' presence and value as effective teachers in a classroom space. The implied dynamics of co-teachers "parenting" a class exposed some strengths and caveats that River recognized specifically in this partnership; possibly, the most important consideration when perceiving roles and responsibilities was that there be value in both co-teachers' roles that needed recognition, visibility, and public exploration.

Isaac's Awareness of Co-teachers' Roles and Responsibilities. Understanding Isaac's initial navigation of the ELL-based co-teachers' roles and responsibilities within co-teaching was understanding how to navigate turfism and then how to begin navigating away from turfism. When looking at the same questions as River's section of this sub-finding from the August Exit Survey (see Appendix B) about the responsibilities of the respective teachers in the collaborative partnership, Isaac's response indicated clear distinctions about which teacher may be doing which tasks; there were limited instances where both teachers would share these responsibilities. To ELL co-teachers, Isaac assigned:

- "modify curriculum to suit classroom needs"

- "Seek Clarification about a Component of the lesson"
- "Creating Adaptive Materials & Manipulatives"
- "adapt content/assignment Real-Time in Class"

To CC co-teachers, he assigned:

- "Assigning a counter, summative grade"
- "Room / Furniture Arrangement"
- "Establishing professional & Classroom Norms"

As shared responsibilities between co-teachers, he selected:

- "Student-Check-Ins with Family / Guardians"
- "Adapt Content/ Assignment Real-Time in Class"
- "Formative Feedback to an EL Student's Learning"

These delegations of responsibilities, as reflected in the survey answers, were tracked in a reflective memo as something that raised a concern for the other formal PLO co-facilitators during the August PLO debriefing, which warranted additional supports for Isaac. The observed co-instructional models from Isaac's reporting aligned with:

- Model 1 (1 Group, One Leads, One "Teaches on Purpose")
- Model 4 (Two Groups: Two Teach Same Content)
- Model 5 (Two Groups: One Preteaches, One Teaches Alternative Information)
- Model 6 (Two Groups: One Reteaches, One Teaches Alternative Information)

These were important because although Isaac reported some instructional practices that match elements of these co-teaching models, his reported challenges with his co-teaching partnership implied that the co-teaching reflected misuse of the models. Dove and Honigsfeld (2017) caution against the misuse of these models, as it would result in stagnant groups of EL students versus

non-EL students affiliated with an assumed teacher and grouping that stops becoming productive for co-instruction. This situation was present in Isaac's viewpoints of his co-teaching experience, partnership, and supports, as described in sub-finding 1.3.

Sub-finding 2.3: Other teacher leaders supported co-teachers' reflection and transformative learning around co-teaching partnerships

The CC and ELL co-teachers' partnerships have been influenced by teacher leaders as expected and unexpected change agents within the span of the comparative case study. It was impossible to talk about the context in which the ELL-based co-teachers navigated their learning and their jobs as co-teachers in their environment without acknowledging the value of a change agent for them. It may be possible that a similar depth of reflection and learning could take place without teacher leaders as the given change agents. Still, in this case, each participant had their own experiences with the co-teaching partnership facilitated by teacher leaders. This section was described briefly and succinctly to avoid repetitive details in the findings.

Jamie's reflective processing and transformative learning, which allowed her to respond to a novice teacher's experiences, was facilitated by her ELL co-teacher acting as a change agent. She was interested in learning to improve her collaborative instruction; Jamie found possible gaps in her co-teaching partnerships due to her and her ELL co-teacher's current expertise, and she supported the reflection needed to learn and improve on those gaps. She trusted her ELL co-teacher to build his capacity and take on the work when they unbounded it from a more turfism-presenting arrangement. Jamie appeared to look forward to trying new ways of co-teaching. She mentioned the different ideas and supports for EL students she learned by working with instructional coaches and literacy coaches, and she seemed open and available for peer collaboration.

River's reflective processing and transformative learning were facilitated by the teacher leaders who scaffolded the support of informal PLOs in manageable moments. When looking at the instructional coaches, the literacy coaches, and his department colleagues, these people were described as available and consistent in supporting his reflection, professional growth, ideas, and confidence. Jamie similarly accessed these people's help, to a lesser degree. Jamie, as River's collaborative partner, was essential to River seeing what his role could be in his other collaborative partnership. By having Jamie as a mentoring support, River was able to experience better alignment of the CIC.

Isaac's reflective processing and transformative learning were facilitated by his initial ELL co-teacher of the school year, the temporary ELL co-teacher who joined towards the end of the comparative case study, and Jamie and River. Based on his explanation that the initial conversations with his ELL co-teachers at the beginning of the year were his way of learning about co-teaching, it would be important to acknowledge that his initial ELL co-teacher was a potential change agent for Isaac's experiences in ELL-based co-teaching. The unexpected change agents for Isaac were, in fact, Jamie and River. Collegial conversations could be a source of reflection and transformative learning, as they provide reflective conversation (Rohlwing & Spelman, 2014) and learning conversation (York-Barr et al., 2007). Jamie and River described the benefits of these experiences, which include improving instruction, material design, and professional knowledge. However, Isaac may not have anticipated experiencing the extent of reflection and transformative learning that he did at the study's end as a focus group interview participant. This reflection connects to the temporary ELL co-teacher with whom Isaac started working at the closing of the case study. Because this person was now in a position alongside Isaac while he was processing a piece of transformative learning after reflecting, the ELL co-

teacher could serve as a change agent for Isaac's next steps. Ultimately, Isaac could begin exploring changes to the CIC that he would like to see and do so with this person's help, or he could settle for his current dynamics and prime another instance of reflection in the future.

Finding 3: While navigating co-teaching partnership challenges, participants sometimes addressed symptoms of the problem rather than root causes

The third finding indicated that the attempts to solve instances of unproductive co-teaching did not always solve the issue within the co-teaching partnership. To unpack this, the following sub-findings explored how: 1) available resources did not always support the co-teaching partnerships and 2) attempts to enact change within the Collaborative Instructional Cycle (CIC) required co-teachers to consider perspectives within the co-teaching partnership.

Sub-finding 3.1: The resources that co-teachers accessed did not always support co-teaching partnerships

The CC and ELL co-teachers navigated their respective ELL-based co-teaching experiences with resources that did not always address the obstacles to their co-teaching partnership. There were some resources anticipated to be relevant to the participants' professional work: the formal PLO workshop series; the workshop resource, Dove and Honigsfeld's (2017) *Co-teaching for English Learners: A Guide to Collaborative Planning, Instruction, Assessment, and Reflection*; collegial peers, teacher leaders, and the collaborative partners' provided professional knowledge and PLO; and SCHS's other PLO offerings. Considering the options within this list and any other potential resources that the participants may have accessed, it was interesting to see which resources were a part of the ELL-based collaborative work in the CIC and to what degree the resources helped the co-teachers' partnerships improve.

Jamie's Resource Use and Its Support to a Co-Teaching Partnership. Jamie used proximal interpersonal relationships as resources, not only for co-teaching but also for the potential benefit of her collaborative partnership with River. In the October Exit Survey, Jamie responded to a prompt to submit additional questions about co-teaching, and asked, "How to get everyone more involved without over-taxing them?" In response to Jamie's question and others like it, the co-facilitators asked the administration team to offer co-teachers half days off from teaching to plan. The process of taking the half day off was then communicated to Jamie and the other ELL-based co-teachers in different ways through the formal PLOs' sessions and emails. It was unknown whether Jamie had scheduled this half-day of planning time with River. Still, the option was made available as part of the responsive nature between ELL-based co-teachers like Jamie, who brought the concern to light, and the formal PLO workshop co-facilitators with administrative support.

This situation mentioned above may also reflect Jamie's habit of resource usage because she acknowledged that she knew of other informal PLO experiences but did not always have the time to seek them out. The circumstances of opportunity and proactivity were reflected in the description she gave about how tutors, instructional coaches, and literacy coaches could come to her classroom, and she readily welcomes them because the visits from these teacher leaders, as supporters of teacher learning and school culture (Cooper et al., 2016; Levin & Schrum, 2016), would bring more ideas into her co-teaching conversations. At this time, it was unclear whether these moments of informal PLO through teacher leaders were due to Jamie's invitation for them, some external influence to the teacher leaders' coming by to interact, or merely coincidence. Still, this seemed representative of how Jamie approached ELL-based co-teaching's use of collaboration – just in time and opportunistically.

Jamie's responses towards digital resources within the focus group interview highlighted how she has so far accessed interpersonal resources more easily than the other participants. When considering as a group the available resources to support co-teaching, unlike River and Isaac, Jamie described being unfamiliar with digital resources like translation apps due to limited time to research and integrate them in the classroom; she also expressed interest in Isaac's television set-up to enable translation subtitles. Unlike Isaac, Jamie did not mention language-based concerns as an immediate factor in the instruction of the classroom; unlike River, Jamie speaks English and Spanish. When she did discuss prior language use in her ELL Collab Math class, she described,

> multiple languages…our Russian students learn Spanish. Our Pashto-speaking students learn Spanish. [Jamie and River chuckle]…we were trying to learn from them and they were asking each other…all asking each other questions: 'And how do you say this?' (Jamie, December 2024, Focus Group Interview)

In this instance, she valued the presence of language diversity to connect student culture with peer interest and class-wide communication. It also appeared that the Spanish use in the classroom has made it the connecting language for the EL students. In the same vein, she described,

> …English speaking-only students…look at me in class when I quickly try to translate something in Spanish…it's like English, Spanish, English, and I'm doing as fast as I can because I don't want to [b]ore people. But at the same time, I also want everyone to understand the instructions…some of them are like, 'What? Can we move on?' (Jamie, December 2024, Focus Group Interview)

The description here appeared less about student peer culture connection and more about how the language use affected her instructional practice and classroom dynamic since she continued to describe how EL and non-EL students delay working on tasks until they get their "turn" with the explanations. It was unclear whether Jamie would implement a projected translation because it would require further time and planning. However, her reflective conversation with Isaac and River has encouraged her to consider it to address a challenge to the student and instructional dynamic. Active student processing and reflection of content across the home language(s) and target language are suggested as supportive strategies for content and language learning (Dove & Honigsfeld, 2017; Pacheco et al., 2015); so, the participants' collaborative reflection process around language access's value in the classroom was important to making changes. But considering that passive translation in a classroom is a fix to a symptom of concern in the CIC and countering ELL-based co-teaching's goal of teaching both content and English (Dove & Honigsfeld, 2017; Pacheco et al., 2015), then it would be important to consider how the suggested idea from the focus group interview may not serve that goal, and at the basis of it, Jamie and River's partnership.

River's Resource Use and Its Support to a Co-Teaching Partnership. River used additional co-planning opportunities and professional knowledge of translation services as resources for his co-teaching ability and partnership to varying degrees of influence. At this point, River has provided data on his compliance with formal PLOs and his preference for informal PLOs as resources. He elicited support from the formal PLO workshops and teacher leaders to begin expanding his repertoire of professional knowledge as an ELL co-teacher. Part of that professional knowledge seemed to have been in response to his need for planning time and time management. Recalling the process for SCHS administrative support to facilitate half-

day planning between ELL-based co-teaching partners, River asked me something during the workday related to his scheduled time off for planning with his other co-teacher. From this short reflective note, I saw that River actively used the available resources as soon as he knew of them to address elements of his co-teaching partnership through the CIC. This observed moment indicated that River was responsive to possible solutions to the challenges that he saw.

Another part of River's developing professional knowledge seemed to have included experiences with paper and digital resources for translation, based on his level of contribution to the topic during the focus group interview. River was a novice teacher who started the school year with two ELL-based co-teaching partnerships, and his partnership with Jamie did not appear to have included many translation resources. With that in mind, many assumptions could be made about his growth of professional knowledge in translation services and its impact on his ELL-based partnership dynamics. The only thing that seemed certain was the trend of River becoming more comfortable being more collaborative in his co-teaching role and partnership with his respective co-teaching partners.

Isaac's Resource Use and Its Support to a Co-Teaching Partnership. Isaac used translation services and interpersonal dynamics as resources in his co-teaching experience, with varying levels of influence in his co-teaching partnership. This experience was already examined to some extent in sub-finding 2.1. Towards the end of the study, Isaac's resource usage trend appeared closely linked with resources for translation of content in the classroom and informal PLO. Data suggested that Isaac has been proactive throughout the comparative case study in seeking external supports throughout SCHS that would respond to the challenges he saw in the classroom. Throughout his data submissions, he emphasized seeking translation apps or school

personnel who could work with students sharing the same language in small groups outside the classroom.

One of his decisions to participate in the case study was based on his attempts to still seek solutions to ELL-based co-teaching challenges. Isaac mentioned in the focus group interview that the chance to hear from other co-teachers' experiences and solutions appealed to him and gave him an opportunity to position his classroom circumstances for collective feedback. During the focus group interview, he even brought up a possible course of action that would be a responsive resource to ELL-based co-teachers' needs in his content area:

> …I see how hard my collab works to adapt my lessons and create new things…as a [History] teacher, I feel like there's got to be…these things already made. [River chuckles] … this is not the first time someone has taught… for the EL class…I have looked, and I cannot find anything. [River and Isaac chuckle]…if we had the time to collaborate a little more, I'm sure other teachers would have [materials for what] I'm teaching. It would free up their time…what could make it better [is] collaboration with the department, not just me and my collab, but, uh, maybe [all of the History] collabs... (Isaac, December 2024, Focus Group Interview)

This response from Isaac appeared to be what Jamie wanted to benefit from during her content area's summertime curriculum work and November's formal PLO session: collaborated materials and space to complete CIC collectively under the same content area umbrella. For Isaac, the space provided within the focus group interview and the idea of having co-teachers collectively working as a group, and not in isolation, would be resources that benefit his co-teaching partnership.

Sub-finding 3.2: Attempts to make changes within the Collaborative Instructional Cycle (CIC) required the participants to consider decisions from others' perspectives

With some experience in reflection and transformative learning within their environment, the CC and ELL co-teachers navigating their ELL-based co-teaching partnerships had opportunities to make changes to the CIC. In the change theory of systems, key resources facilitate the process of research, application, evaluation, and incorporation of a solution (Jung & Lippitt, 1966; Rogers, 2003). This incorporation is possible only as the enactor of change maintains a sense of reflective observation and agency, possibly alongside a change agent, as they evaluate the effects of changes being applied and maintained (Banegas et al., 2023; Rogers, 2003; Wlodarsky, 2018). With the CIC being the interconnected processes by which the ELL-based co-teachers collaboratively plan, instruct, assess, and reflect (Dove & Honigsfeld, 2017), the teachers' summative acts of reflection and transformative learning could be seen in the ELL-based co-teachers' changes within the four phases. The way that the participants changed their use of the CIC would be based on the efforts the teachers took to evaluate the given value for what they conceptually understand to be productive co-teaching experiences with the given experiences in their partnership.

Jamie's Consideration of Perspectives during Changes to the CIC. Data suggested that Jamie was reflective about the on-goings and effects of classroom instruction. She sought ways to preserve co-reflection with her collaborative partners with limited consideration for how her own input affected the CIC experience. She often revisited the idea of the CIC in its parts (co-reflection, co-planning, co-teaching, co-assessment) to determine what needed to be modified and adapted and in what way. Through November's formal PLO surveys, her experiences navigating the instructional model implied that she had knowledge about the

available model selections and purposes; Jamie's consideration of her attempts to structure the classes with intentional models demonstrated her flexibility and adaptability of instruction and the different roles she thought co-teachers could have. While some of her answers could be interpreted as rushed responses, due to her selection pattern often having a response of 'Moderate interest' in the survey (see Appendix B), she indicated more interest in attempting Model 2 (One Group: Two Teach the Same Content) and Model 7 (Multiple Groups: Two Monitor/Teach than the other options; these models explore more of the shared management in the co-teachers' instructional roles.

It was of note that throughout all of the submitted data, Jamie did not demonstrate instances that would have triggered the code "ELL co-teacher's views of CC co-teacher," meaning that at no point in her data did Jamie show she was thinking about her ELL-based co-teacher's perception of her as part of her reflective practices. She discussed both positive and constructive moments coding for "CC co-teacher's views of ELL co-teacher." These moments implied that Jamie's reported adjustments and reflections centered around how her personal experiences were affected by the actions of another person, even if the person's actions were intended for them to take on more work to support more equally shared or construed dynamics. Jamie's non-reporting of how her partner may have perceived her brought up an interesting consideration for future study of the extent of accountability to peers as a contributing factor to professional partnerships.

River's Consideration of Perspectives during Changes to the CIC. Data positioned River as a reflective ELL-based co-teacher who presented more nuanced perspective-taking than Jamie or Isaac. During the initial changes within his co-teaching partnership with his other co-teacher, he associated his co-teacher's ongoing role at the time as "the lecturer." This represented

how turfism existed within the classroom: one co-teacher had power via the dissemination of knowledge and content, and the other did not. As part of his processing, he reported wanting to take on that role more. In doing so, he demonstrated recognition that his CC co-teaching partner had assumed full control of a role within the classroom that River wanted for himself; this was a case of turfism. Having the role of "lecturer" would allow River to have the same standing as the co-teacher. River's experience in addressing this challenge of turfism to the CIC's use of co-instruction required River to consider what he saw, what he had, and what he wanted regarding his ELL-based co-teaching partnership. This multi-faceted perspective-taking may have been a strong point for River because he was the sole participant to have data code for both "ELL co-teacher's views of CC co-teacher" and "CC co-teacher's views of ELL co-teacher." Sub-finding 2.2's explanation of River's growing awareness of assumptions on roles and responsibilities showed how he had taken steps to make shifts in his role as the ELL co-teacher and gave a limited view of the reception of those shifts.

Isaac's Consideration of Perspectives during Changes to the CIC. Data suggested that Isaac initially navigated his reflections from a self-oriented perspective but considered others' perspectives through informal PLO. Rather than make changes to the use of the CIC, Isaac appeared to rely initially on comparatively more easily applicable external resources, such as tutors and translations, as immediate solutions to enduring and deeper challenges in his ELL-based co-teaching and co-teaching partnership. Because Isaac valued interpersonal feedback on his teaching and his ELL co-teachers' expertise and hard work, he self-reported some successes working through phases of the CIC when he described co-teacher reflections and co-planning. Isaac has reportedly managed co-planning and co-reflection well under time constraints. For example, he made positive and appreciative comments that coded for "CC co-teacher's views of

ELL co-teacher." But this was not during a complete CIC, and Isaac did not have responses that coded for "ELL co-teacher's views of CC co-teacher." As a possible effect of the incomplete cycle of collaboration, he likely only referenced and valued his co-teacher's expertise when they adapted content and lessons for EL students in a way that benefitted his professional knowledge of disseminating lessons.

Isaac's pursuit of solutions to the challenges within the co-instruction phases of the CIC underwent a distinct change. Isaac had a consistent and pointed focus on prominently displaying translation resources in the classroom. During the focus group with Jamie and River, it became a topic of conversation because Isaac discussed his classroom use of translation. His contributed knowledge of translation apps and classroom translation systems during the focus group interview was a point of interest for the other co-teachers. It was interesting that translation did not remain such an important topic in Isaac's data after the focus group. This moment happened when he was transitioning to working with a temporary ELL co-teacher who was bilingual. In his final journal entry, Isaac briefly described managing the translation of the four other languages in the classroom while the new ELL co-teacher was more passively translating in their two known languages. He wrote, "it is more me leading the class, with my replacement collab waiting and not interacting until I am finished." Isaac's focus within this partnership became more about the importance of co-planning and co-instructing. He noticed that there was "[not] as much communication or collaboration during off blocks or emails." He also said he would like the ELL co-teacher "to take a more active role in the class and help plan outside the class." These moments implied a beginning change of values for Isaac. While translation remained a focus in the classroom, there was now greater value in addressing the missing or incomplete stages of the CIC. These elements -- communication, co-planning, in-class interactions, and trade-off of roles

and responsibilities -- were more pertinent to Isaac than getting the ELL co-teacher to help with the translation set-up in the room. Isaac seemed to have needed a change in perspective about the ELL co-teacher's value in the classroom to start working to apply changes within the CIC and the partnership itself.

Conclusion of Findings

Overall, this comparative case study has generated three primary takeaways: that a co-teacher's personal journey with reflection and learning affected collaborative action, that the partnership existed within a dynamic environment that responded to input and change, and that the attempts to resolve unproductive ELL-based co-teaching in the classroom may not have addressed the challenges occurring in the partnership. Data about participants' actions and reflections helped to track their engagement in reflection and learning. Each participant followed a unique path through the ELL-based co-teaching experience, and their participation in the case studies has brought attention to an underserved and under-recognized construct for ELL-based co-teachers: reflective thinking and transformative learning and its value to the partnership. The evaluation of reflection and transformative learning may have shed better light on the nuances of the process as the study brought the value to the forefront of the co-teachers' conscious thinking. And though the comparative case study ended part-way through the participants' school year, the collected data provided a snapshot of the possible jumping points for their continued work through the CIC.

Chapter 5

Commendations, Recommendations, and Discussion

This study began with a problem of practice at Small City High School (SCHS): the school is in the multi-year process of using ELL-based co-teaching as a means of facilitating multilingual ELs' academic achievement, but ELL teacher attrition and attempts to address unproductive co-teaching experiences have suggested that the co-teaching has so far been incompletely understood, implemented, and supported. In response to the problem of practice, I conducted an inquiry into the ELL-based co-teaching experience that CC and ELL co-teachers have as partners after they participate in formal PLO. The following research question guided the inquiry:

- How do CC and ELL teachers, who have participated in co-teaching-oriented PLOs, experience co-teaching partnerships in practice?

I looked to relevant literature in Chapter 2 to establish a foundation of understanding about transformative learning, change theory, andragogy, and ELL-based co-teaching. Building on this basis, I employed an exploratory comparative case study design. I collected questionnaires, focus-group interview data, and journal entry submissions from three participating ELL-based co-teachers. In doing so, I acknowledged the methods where there were delimitations and limitations: the comparative case study evolved from a broader single case study of the school in light of time constraints; my positionality within the research, the time constraints for data collection, and the amount of data collected from each participant. The scope of the study and its findings were kept intentionally to co-teachers' navigation of their partnerships as adult learners; the number of participants and the timeframe of the study contributed to the limitations of the findings and the recommendations of this capstone.

Starting with the delimitations, the study only sought to examine aspects directly related to the transformative learning and navigation of the ELL-based co-teachers' ongoing partnerships as adult learners. As the data collection has generated interpretations and findings to satisfy this narrowed inquiry, additional elements were generated beyond the scope of the study: for example, student behavior management, classroom management, and the role of accountability to peers within professional partnerships. Though present in the data, these elements were outside the research question and were therefore not examined in the findings. It is possible that, given the nature of their discovery in the data, there may be some unaccounted relationship present between the findings of this study and any element outside of its scope. As an unintended consequence, there could be unaddressed effects on other aspects of the co-teaching partnership. While these ideas above were not a part of the examined findings and recommendations, I would continue to advocate for additional research on the intersections of these elements and the ongoing transformative learning in ELL-based co-teaching partnerships.

As for the limitations, the study collected data from three participants, as well as anonymous aggregate data from the larger cohort of SCHS co-teachers. However, the findings and recommendations only came from the specific experiences of the three participants. Additional experiences in an ELL-based co-teaching partnership could not be reflected in this study, which the recommendations may not adequately address. I could only hope that more ELL-based co-teachers would be able to find connections between their own professional experiences and the experiences and suggestions in this research. I would also happily welcome future research to study various experiences within ELL-based co-teaching partnerships. The study's time frame was in the initial four months of the school year; as such, the findings and recommendations came from the study of one part of the school year experience for collaborative

partnerships. Future research would do well to consider expanding the participant pool and the timeframe of study to collect more comprehensive data around ELL-based co-teaching partnerships in the school year.

Ultimately, I analyzed the resulting data, and in Chapter 4, I extensively described the three primary findings that arose from anticipated and unexpected themes and codes in Chapter 4. This study has revealed current strengths of practice and points of growth that were found within SCHS's ELL-based co-teaching. As the final chapter of the capstone study, Chapter 5 offers some next steps for SCHS and schools like it to consider, in-depth as well as in summary (see Appendix F). This section explores and discusses two commendations and three recommendations for SCHS as the school responds to the needs and circumstances surrounding ELL-based co-teaching partnerships:

- Commendation 1: SCHS co-teachers value collaborative support.
- Commendation 2: SCHS co-teachers are currently experiencing profound reflection and transformative learning opportunities.
- Recommendation 1: Provide content area supports to the SCHS ELL-based co-teachers in using the collaborative instructional cycle (CIC), with an intentional focus on co-reflection.
- Recommendation 2: Provide intentional support for SCHS co-teachers who are novice to co-teaching for ELs
- Recommendation 3: Reflect on the quality of ELL-based co-teaching partnerships by inviting reflective perception of dynamics from collegial peers and students.

This chapter details more on each of the above-mentioned commendations and recommendations and provides a short overview (see Appendix F), considering key takeaways of this study.

Commendations

The SCHS co-teachers are committed to providing effective instruction. Their problem-solving orientation reflects their involvement in supporting students' growth and achievement. Toward that goal, the co-teachers are commended for two key aspects: these co-teachers value collaborative support, and these co-teachers are currently experiencing profound reflection and transformative learning opportunities.

Commendation 1: SCHS ELL co-teachers value collaborative support

The study's findings have indicated that the ELL-based co-teachers deeply value collaboration. Jamie and River described the collaborative value throughout co-teaching; Jamie's described experiences in sub-findings 1.3, 1.4, and 2.1 highlighted her outlook and availability to collaboration with peers and teacher leaders as steps against turfism; River similarly expressed collaboration's importance as he worked through challenges in his co-teaching experience in sub-findings 1.4 and 2.1. Collaborative support was important to Isaac to the extent that he sought participation in the study and took ideas from others to shape his experience, as presented in sub-finding 2.3. With Dove and Honigsfeld's (2017) definition of collaboration as the successful sharing of instructional strategies, student data examination, and reflection on effective practices, it was important how the participants highlighted the value of collaboration as an integral component of co-teaching. All three participating ELL-based co-teachers highlighted their appreciation for collaboration as important to their teaching experience. Jamie spoke about the collaborative nature of the relationship when sharing ideas and solutions for the next steps within teaching. River praised the collaboration he experienced with his co-teachers and the other teacher leaders to help him process his teaching. Isaac emphasized his desire and approaches to collaborate with others to address challenges he experienced in the classroom.

They have each been open and sustaining in their approaches to collaboration and received support through collaboration; this positions collaboration as a central part of their teaching practice that they recognize and hope to sustain. The participants benefit by not seeing their part in navigating their co-teaching partnership as siloed work to be borne alone.

Commendation 2: SCHS ELL co-teachers are currently tapping into profound reflection and transformative learning opportunities

Findings from the study have uncovered various ways in which the SCHS ELL-based co-teachers process their reflection and transformative learning opportunities. Findings 1 and 2 thread a story of perseverance and growth for Jamie, River, and Isaac's respective experiences with reflection and transformative learning, regardless of prior knowledge and educational expertise. Jamie reflected and transformatively learned as she navigated her reality of supporting a novice co-teacher; River described how his want to take on his co-teacher's role began to broaden his perception of the co-teaching experience; Isaac had reflection-supported shifts in his perception of his co-teacher's role, after talking with Jamie and River. Teachers' experiences when learning about and using co-teaching for diverse students are supported when structured with collaboration, inquiry, and reflective practices (York-Barr et al., 2007). It was important to acknowledge how the participants expressed desiring personal responsiveness to the obstacles and challenges that have affected the ELL-based co-teaching dynamics. Codes for "reflection or reflective processing" and "transformative learning" commonly appeared throughout the data for all three participants. Their respective data submissions suggested that as the participants reflected on their experiences in their partnerships, this allowed them novel interpretations of their professional knowledge for instruction (DeCapua et al., 2018). The given stamina to

participate and engage deeply with the CIC's "reflection on action and in action" insinuates their familiarity with the practice and its effects.

Recommendations

The recommendations from this capstone study are grounded in both the review of literature, the findings from Chapter 4, and the context of SCHS. The problem of practice presents that SCHS is working through an incomplete means of understanding, implementing, and supporting ELL-based co-teaching. This incomplete context affects the CC and ELL teachers' co-teaching experiences despite having co-teaching-oriented PLOs. This was seen as Jamie struggled through the CIC with River, how River described navigating incomplete understandings of co-teaching dynamics, and the ways in which Isaac relied on an ongoing but limited understanding of ELL-based partnerships and resources to address classroom challenges. This study's conceptual framework is based on a transformative paradigm to reflect the intended work and importance of ELL-based co-teaching for marginalized EL student populations' academic success at SCHS (Mertens & Wilson, 2019). The following recommendations respond to the needs and circumstances of the co-teaching practice and partnership at SHCS: 1) provide content area-based supports to the SCHS ELL-based co-teachers' use of the CIC, with an intentional focus on co-reflection, 2) provide intentional support for SCHS co-teachers who are novice to co-teaching for ELs, and 3) reflect on the quality of ELL-based co-teaching partnerships by inviting reflective perception of dynamics from collegial peers and students.

Recommendation 1: Provide content area-based supports to the SCHS ELL-based co-teachers' use of the CIC, with an intentional focus on co-reflection

SCHS's use of ELL-based co-teaching and associated formal PLOs is currently incomplete regarding understanding, implementation, and support for CC and ELL co-teachers.

The previous commendations credited the ELL-based co-teachers' use of collaborative supports, reflection, and transformative learning. However, the findings from the study have distilled one evident concern for the SCHS ELL-based co-teaching partnerships' ability to complete the intended CIC successfully. With the CIC requiring a sustained use of collaborative reflection, planning, instruction, and assessment (Dove & Honigsfeld, 2017), the parts of the CIC are more than isolated concepts or a voluntary framework for ELL-based co-teaching. Jamie highlighted the expected value of department-oriented informal PLOs for her collaborative partnership to work in sub-finding 1.4. But she also shared concerns about the timing allotted in a school year for all four phases of the collaborative cycle with her co-teacher; the co-reflection and co-planning seemed to have been affected the most due to River's rescheduled placement with River's other co-teacher and the additional factor of the math course standards changing before the start of the school year. River detailed experiences in sub-findings 1.2, 1.3, and 3.2 that highlighted challenges to the co-planning and co-instructional phase with his other co-teaching partnership after having a chance to reflect and initiate open dialogue with his co-teacher. Isaac's attempts to undergo the CIC alone with supplementary aid from his ELL co-teacher in co-reflecting and co-planning were not enough, as seen in sub-findings 2.2 and 3.2. Each of these circumstances helped pinpoint a major need for the co-teaching partnerships at SCHS to successfully grow in their application of the CIC for their content and EL students. The key part of change would occur at the reflection phase, as this moment within the cycle would allow the reflective conversations (Rohlwing & Spelman, 2014) to examine and possibly modify the current habits and perspectives that the ELL-based co-teachers have. This is further emphasized from sub-finding 1.4's description of informal PLOs providing Jamie, River, and Isaac with experiences of critical reflection and reflective learning (Brookfield, 2000; Jarvis, 2001;

Rohlwing & Spelman, 2014). The value of this realignment towards the CIC can be increased if the content area of the co-teachers is better supported to facilitate co-teaching through all four phases. Jamie is already relying on content materials created by her math colleagues; River and Isaac are seeking this level of collaboration to lessen individual burdens in the classroom and promote more collective ability for the good of the co-teaching experience. These actions reflected solutions for improving SCHS's understanding, implementation, and support of ELL-based co-teaching partnerships. In recognition of this, I recommend using the ELL-based formal PLO sessions as an access point to the content area-based supports, which sustain the use of the CIC for co-teachers.

Content Area-Based Supports for the CIC in Formal PLOs. The ELL-based co-teaching partnerships would benefit from a formal PLO that provides recognition of the value of and a semi-structured parameter for the CIC in response to their needs in the content. Currently, the co-teaching partnerships are not familiar enough with the CIC to sustain it successfully. PLO would provide co-teachers with internal processing and meaning-making via sustained interactions, inquiry, and transformative learning around a topic (Evans, 2019; Kennedy, 2014; Learning Forward, 2011;2022; Levin & Schrum, 2016; Mezirow, 2000; Rohlwing & Spelman, 2014; Timperley, 2011; Thacker, 2017; Wells, 2014). The three participants each had varying experiences getting support throughout the CIC: Jamie's descriptions of her support from teacher leaders appeared coincidental to their arrival in the room; River actively elicited support in his survey submissions; Isaac described requests for additional supports in his journal entries. A consistent access point for these co-teachers to get help is not yet available. A potentially economical solution for the school in supporting the co-teachers through the CIC and the content would be to offer a centralized hub of human and content resources for the co-teachers to access

and reference afterward. The formal PLOs are already structured as reoccurring experiences for these co-teachers; if the co-facilitators and administration can routinely and intentionally support a co-teacher's experience in reflecting, planning, instructing, and assessing within the content area, then there would be more relevance regarding how the CIC should be and could be applied. The teachers would then be able to carry through with the work after the formal PLO, with more tools and understanding of what to do with them. If there is help needed beyond that, the ELL-based co-teachers have already demonstrated that they are capable of working with teacher leaders and other personnel for guided support; the recommendation would ultimately support more nuanced troubleshooting rather than leave the co-teachers to process their work with a vague sense of indirection or inability. With the reoccurring formal PLO schedule, the ELL-based co-teachers will have had multiple chances to revisit their experience through the CIC before and during the subsequent formal PLO.

Based on Jamie, River, and Isaac's descriptions of their ideal supports, there appear to be already some co-teachers who desire additional support with content knowledge and preparation. The co-teachers feel externally pressured within the partnership regarding the material preparation for the class. Given that there would be more opportunities for teachers of the same content area or course to come together around the same experience of the CIC, it would also benefit the co-teaching experience to use the formal PLO experience as a chance to share content-specific ideas and relevant materials; even interdisciplinary strategies and materials could be at the heart of these experiences if the different content areas benefit from the same level of support. Jamie, River, and Isaac shared experiences in navigating student-teacher interactions in the classroom. If the formal PLO sessions can include strategies for the interactions between the co-teachers and the students alongside the content-specific work

through the CIC, then the formal PLO sessions would be more responsive to the needs and realities of the co-teaching experiences in the classrooms.

Ensuring moments within the formal PLO to facilitate the co-reflection needed at the core of the CIC would then support the application of the whole cycle as ELL-based co-teachers begin unpacking their experiences and attempt changes to their practice. Co-reflection for an ELL-based co-teaching cohort can amplify the nature of informal PLOs and embed it within a sustainable school-protected space and time (Pawan & Ortloff, 2011; Wehman, 1992). Approaching co-reflection as a cohort could also mimic the relationship dynamics of paired co-teachers since the collective group can interact with individuals' changes, co-teaching experiences, and PLOs with the support of each person as change agents Calderon et al., 2019; Dove & Honigsfeld, 2017). Countering potential professional isolation and separation is important (Bauler & Kang, 2020; Pawan & Ortloff, 2011). Embedding informal PLO can support co-teachers' reflective collegial conversations, helping them process their "collective experience to build new understandings" (Rohlwing & Spelman, 2014, p. 240; see also DeCapua et al., 2018; Holy & John, 1995; Mezirow, 2000; Wiesner & Mezirow, 2000). By focusing on the co-reflection as a starting point for the co-teachers' work within the PLO and the content, the co-teachers could have an intentional starting point to critically reflect and transformatively learn with aligned reference points in their content area work and supports. Ensuring that formal PLOs at SCHS protect and sustain co-reflection for the ELL-based co-teachers enables reflective and transformative learning around co-teaching instruction, collaborative ideas, and supports in the content area among educators. The added feature of the content area focus would support the co-teachers' transitions from the PLO to the classroom. This recommendation could relieve some

pressures of limited time constraints to move through the CIC, as co-teachers learn from and among each other.

Recommendation 2: Provide intentional support for SCHS co-teachers who are novice to ELL-based co-teaching

SCHS's understanding and supports for ELL-based co-teaching are currently incomplete for CC and ELL co-teachers, even after they attend formal PLOs. By the end of the comparative case study, the participants were well aware of the personnel and teacher leaders available at SCHS to provide them with supports like classroom ideas, suggestions, feedback, and responsive action. Jamie and Isaac were tenured teachers with previous years' worth of experience as ELL-based co-teachers. River was a novice teacher but immediately sought and received additional supports in navigating teaching and co-teaching. Sub-finding 1.3 showed where River took on teacher leadership to support his co-teacher's reflective moment around EL students. Findings in the study revealed a growing concern that unless the participants actively sought help for challenges to their co-teaching experience, personnel and teacher-leader-based help within the school was not forthcoming. Models of productive co-teaching partnerships also seemed inconsistent, demonstrated by Isaac's isolated experience with turfism and Jamie's prior co-teaching experiences, which ultimately affected River. These circumstances made the overall teacher support experience appear responsive to teacher needs while not helping teachers with the known challenges of ELL-based co-teaching at SCHS. There is limited information about Jamie's growth from a novice co-teacher since she was a novice co-teacher years ago. Isaac stated that his only persisting source of co-teaching knowledge comes from his assigned ELL teachers at the beginning of the year. He hoped to treat these teachers as experts helping him "create lessons that [can] transfer the information better." As a novice teacher, River seemed

inundated with information about "content [and] methodologies" to easily process his capacity as a co-teacher to two partnerships in two different content areas. Sub-finding 2.3 showed Jamie taking the lead in supporting River in a mentorship. These findings reflected how the ELL-based co-teaching partnerships were navigating an incomplete level of understanding and support at SCHS. Given the noted gaps in proactive support during the study, I recommend that the novice SCHS ELL-based co-teachers receive scheduled peer support, possibly as a small-group co-teaching mentorship.

Mentorship for Novice Co-teachers. As a form of teacher leadership, mentorship has value in shaping a school's culture and collegial dynamics (Fiarman, 2017; Lambert et al., 2016; Wenner & Campbell, 2017). If the mentors found among SCHS's ELL-based co-teachers were to provide support in processing the navigation of ELL-based co-teaching, the novice co-teachers could avoid, or at least temper, the points of tension or confusion that can affect the dynamics of a co-teaching partnership. Mentorships enable co-teachers to process outside of the partnership with guidance so that the efforts to address workload challenges and the partnership's dynamics may not happen in isolation. The chance to talk with someone in a similar situation would be beneficial, as seen by River and Isaac's interest in a department-based co-teacher support system in sub-findings 2.3 and 3.1. Having a mentorship would also serve as a model for the novice teacher when it comes to ELL-based co-teaching. Jamie provided this experience for River and clarified the importance of interpersonal relationships as a teacher resource that strengthened partnership work and mentorship in subsections 1.2 and 1.4 of the findings. River provided this opportunity similarly to his other CC co-teacher, as described in sub-finding 1.3. Recalling that informal observation of co-teachers' instruction can "[expand] instructional repertoire" (York-Barr et al., 2007, p. 320), mentorships can facilitate novice co-teachers' ongoing examination of

co-teaching and the co-teaching partnership in practice; mentors could provide mentees with insight to their experiences through descriptive conversation, designated shadowing, or audiovisual recordings of the collaborative experience through the CIC. These avenues to model co-teaching experiences, in turn, could stimulate dialogue around the partnership as an important component of making co-teaching through the CIC more successful. The mentor role would help provide some level of school-based accountability to the co-teaching experience as a greater shared instructional practice and not an isolated classroom experience within the greater school culture. Dove & Honigsfeld (2017) already provide some excerpts of co-teaching within their book; having these experiences found and explored within SCHS would make the exemplary work of co-teaching partnerships within the school a tangible and reflective connection from academic literature. The ideal mentor would embody the open, flexible, and collaborative approach to teaching and learning that seems important to the experiences. The mentorships could happen at any time during the school year, based on the interest and availability of the teachers, but they could also occur through the formal PLO sessions. This placement of mentorship access through the formal PLOs would support a more directed access and sustained experience for novice ELL-based co-teachers (Pawan & Ortloff, 2011; Wehman, 1992). There could be the possibility of matching a CC co-teacher with a CC mentor and an ELL co-teacher with an ELL mentor. But given the potentially limited number of mentors of any option, it may also work to arrange a couple of mentors with both CC and ELL co-teacher mentees through small groups. As small groups, the mentors and novice co-teachers can have sustained and guided conversations about their various experiences to promote adult learning (Holyoke & Larson, 2009; Knowles, 2014; Rohlwing & Spelman, 2014; York-Barr et al., 2007) and reflective conversation among multiple co-teachers' experiences (DeCapua et al., 2018).

Preventing isolated work within a collaborative setting would be key to ensuring that a teacher does not feel like they have to work alone or that they have to make their own way in finding supports. Isaac's submissions and descriptions of his efforts to find solutions to the challenges within his classroom reveal that this level of isolation is a possibility for co-teachers. Having a mentorship be an integrated part of a novice co-teacher's toolkit can serve as proactive planning and accountability for the success of the ELL-based co-teaching experience. This type of mentorship could be an integrated part of the current mentorship offered to teachers newly entering the district and novice teachers entering the career. But considering that experienced teachers could also be new or novice to the co-teaching instructional model, like Isaac, and teachers are working through new or novice partnerships, like Jamie and River, the mentorship should also be able to support co-teachers experiences in the school by accounting for any teacher who is new to co-teaching.

Recommendation 3: Reflect on quality of ELL-based co-teaching partnership by inviting reflective perception of dynamics from collegial peers and students

SCHS ELL-based co-teachers are still navigating an incomplete understanding and implementation of ELL-based co-teaching partnerships after attending affiliated formal PLOs. Based on the participants' viewpoints of their partnerships and their reported experiences within co-teaching, the SCHS ELL-based co-teaching partnerships may only be as strong as they are perceived to be. This finding indicates that it would be very important to understand who perceives these partnerships, and how the partnerships are perceived. Jamie and Isaac both contributed evidence in their journal and focus group interview participation that they perceived their co-teaching partnership to be effectively and sufficiently supported. Jamie viewed her partnership dynamic with River positively; Jamie's comments towards River positioned their

dynamic in a constructive way that worked to address obstacles with open communication and flexibility in subsections 1.21 and 1.4 of the findings. As seen in subsection 3.2, Isaac expressed appreciation for his co-teacher and, at first, did not question how the partnership dynamic could be changed. Instead, he sought to address challenges external to the partnership before reconsidering how he viewed his and his co-teacher's roles in the classroom. River was the only participant to report reflecting on how his co-teacher perceived him; River even reported changing how he saw himself within the co-teaching role in sub-findings 1.3 and 2.1 and, at one point, addressed students' perceptions of the co-teaching dynamic in sub-finding 2.2. A student's "Who's the real teacher?" said with attitude is not an easy question to answer if the co-teacher's partnership is not navigating the classroom well through the CIC. This moment that River brought up highlighted how student-teacher interactions might be shaped by the externally perceived roles of the ELL-based co-teachers being enforced in the classroom. This out-of-bounds finding in the study would be something valuable to consider in future studies: how not just the co-teachers view their partnership, but also how other people view the co-teachers' partnership. In the meantime, the incomplete understanding and implementation of ELL-based co-teaching partnerships merit redressing at the level of most immediate value -between the co-teachers in the classroom. Therefore, I recommend that the ELL-based co-teachers at SCHS take up their own teacher action research and integrate a reoccurring use of student survey responses as part of their reflective ability to recognize and share the classroom workload.

Teacher Action Research: Using Student Survey Responses to Reflect on Co-teaching Partnership. The co-teaching partnership is more than just sharing the same air or the same classroom; it is about sharing the same teaching experience for the same student and responding to the same teaching opportunities. The collaborative nature of ELL-based co-

teaching comes from the teachers' ability to share the workload required of instructing content and language and intentionally facilitating the success of all students within the classroom. However, if the student never benefits from the co-teaching partnership, did it even happen? Researchers have examined how EL student-teacher interactions may be biased and limited based on the perceived roles and responsibilities of the different co-teachers within a classroom (Williams & Ditch, 2019; Harrison & Lakin, 2018). If the use of action research (Hammond & Wellington, 2019) can help to unpack the realities of ELL-based co-teachers' student interactions, then it would be all for the betterment of the partnership's sharing of work and the students' learning. If the ELL co-teachers implement a routine of soliciting student-accessible survey responses to gauge how students value the partnership dynamics, then this routine would provide information to guide the co-teachers' collaborative reflection of their work and to support making changes to student-perceived gaps in the CIC; this routine might even become an informal use of PLO. Additional observational data and queries of student experiences collected by visiting teacher leaders may also support the ELL-based co-teachers' efforts to reflect on their and their partner's roles in the CIC. Collegial peers and teacher leaders contributing to the collected survey data with a professional educator's perspective of the student-teacher interactions could expand on the students' descriptions of classroom experiences. By seeking evaluative information from the ultimate recipient of the co-teaching experience, SCHS ELL-based co-teachers can be more goal-oriented for themselves and their practice within their partnership, as well as for their students' learning.

Conclusion

I began this capstone seeking to understand more about the problem of practice around CC and ELL co-teachers' partnerships occurring at SCHS, even after having participated in formal PLOs. I wanted to better understand why the school, during a multi-year process of using ELL-based co-teaching to facilitate multilingual ELs' academic achievement, would have ELL teacher attrition and attempts to address unproductive co-teaching experiences that suggested that ELL-based co-teaching has so far been incompletely understood, implemented, and supported. In doing so, I conducted an inquiry with the following research question:

- How do CC and ELL teachers, who have participated in co-teaching-oriented PLOs, experience co-teaching partnerships in practice?

The two commendations and the three recommendations provided within this chapter help bring my study to a close regarding the ELL-based co-teachers' navigation of their partnership in response to formal PLOs. I commended the participants from SCHS for being deep holders of value for collaborative support and engaging with deep reflection and transformative learning opportunities. These given skill sets help to establish the beginnings of an enduring response for co-teachers to the incomplete understanding, implementation, and supports around ELL-based co-teaching partnerships. Because there were such strong foundational skills, my recommendations encouraged the ELL co-teachers at this partner site to continue making moves towards supporting the EL students' academic success: seek to better align partnerships with the CIC through reflection and the use of content-area support during available formal PLOs; establish a mentorship for novice co-teachers to have proactive support within a community of teacher leaders; and encourage ELL-based co-teachers to take on their own action research in the classroom to better adapt their co-teaching partnership for the benefit of their student's learning

and perceptions of interactions. Each recommendation addresses the understanding, implementation, and/or supports that need improvement for the ELL-based co-teaching partnerships. These recommendations could build on the current work being done at SCHS by the co-teachers and their guac' squad, as the given recommendations ultimately support the co-teachers' personal and professional transformative work.

This capstone study could also be useful to educators outside of Small City High School; SCHS is not the only school using ELL-based co-teaching to serve their ELs. With ELL-based co-teaching as an available instructional framework, there are other co-teachers potentially affected by missteps in understanding, implementing, or supporting ELL-based co-teaching partnerships. There is a possible need for more co-teachers to find and nurture a guac' squad. As SCHS and other schools move forward with efforts to better consider the collaborative dynamic at hand between the CC and ELL teachers for the sake of the EL student, this study serves as a call to treat ELL-based co-teaching partnerships as a growing and evolving instructional experience that thrives on deep reflection and transformative learning.

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Appendix A: Recruitment Email
Listserv

Subject line: UVA/University of Virginia Research Opportunity for ELL-based Co-Teaching Partners

Content:
Researchers in the Department of Curriculum, Instruction & Special Education at the University of Virginia are conducting a research study about English Language Learning-based Co-Teaching experiences.

The purpose of this study is to observe progress in core content (CC) and English Language Learning (ELL) co-teachers' partnership experiences while putting ELL-based co-teaching to practice.

The study involves about 4.5 hours of work over the course of 3-4 months (August-November) entailing:
1) the obtainment and use of monthly workshop questionnaires for data analysis,
2) one 75-minute in-person focus group interviews, and
3) the submission of (a maximum of) 6 journal entries, every other week.

It is also possible that you can participate by allowing researchers to obtain and use the questionnaires you completed as part of the monthly co-teaching workshop sessions for analysis.

The study is current enrolling Core Content and English Language Learning Co-Teachers who are co-teaching a course in this school during the 2024-2025 school year.
There is no compensation for this study.

For more information about this study, please contact:

Larise Joasil Telephone: (###)-###-#### name@email.com	Dr. April Salerno Telephone: (###)-###-#### name@email.com
Dr. April Salerno Re: Larise Joasil Curriculum, Instruction, and Special Education, University of Virginia, Charlottesville, VA 22903.	

Larise Joasil
Finding Your Guac' Squad: Navigating Co-Teaching Dynamics Between Secondary Core Content and English Language Learning Teachers
IRB-SBS #6804

Appendix B: Compiled PLO Workshop Questionnaire Questions, Collected Digitally from Google Form

Only at the school year's initial PLO workshop session, Digitally Delivered from Qualtrics:

1. Have you ever been officially assigned or arranged in an ELL-based collab / co-teaching experience prior to this year?

Yes, I have.	No, I have not. This is my first year.

2. If you have had one (1) or more officially assigned or arranged ELL-based collab / co-teaching experiences, how would you rate the experience(s) overall on a 1-4 scale?

1. Very productive	2. Somewhat productive	3. Somewhat unproductive	4. Very unproductive

Beginning from the second monthly PLO workshop of the series, at the beginning of each session, Digitally Delivered from Qualtrics:

1. Compared to your prior ELL-based co-teaching experiences so far, how would you rate your current experience with ELL-based co-teaching on a 1-5 scale?

1. Much more productive	2. Equally productive	3. Somewhat less productive / Somewhat more unproductive	**4.** Equally unproductive	**5.** Much more unproductive

2. **Optional short-form answer:** If your response for question #2 indicates an increase in co-teaching productivity, in what ways has the co-teaching experience improved?
3. **Optional short-form answer:** If your response for question #2 indicates a stagnation or decrease in co-teaching productivity, what do you think would help improve the co-teaching experience?
4. **Short-form answer:** Who and/or what all has been a support/resource for your experience with co-teaching since the last session? In what way has the experience supported you?

During the middle of the monthly PLO workshops in the series, Digitally Delivered from Qualtrics:

5. **Short-form answer:** What are some current strengths about the school's implementation of the co-teaching dynamic? Please briefly explain.
6. **Short-form answer:** What are some current concerns about the school's implementation of the co-teaching dynamic? Please briefly explain.
7. **Short-form answer:** What are some current highlights about co-teaching partnerships for a class? Please briefly explain.
8. **Short-form answer:** What are some current concerns about co-teaching partnerships for a class? Please briefly explain.

August Pre-Workshop Questionnaire

What is your (preferred) name? *

Short answer text

What is your general content area(s)? *

- English Language Arts
- English Language Learning (ELL)
- History / Social Studies
- Math
- Science
- Other...

For how many years have you been teaching?

- 0-3
- 4-7
- 8-10
- 11-15
- 16-20
- 21-25
- 26-30
- 31+

How many years of experience do you have teaching in an EL collaborative classroom?

An EL-based collab / co-teaching experience is defined here as an intentional and ongoing use of both a content teacher and an ELL teacher's instructional presence for an EL student's class achievement, during at least one school-designated block of instructional time.

- 0-3
- 4-7
- 8-10
- 11-15
- 16-20
- 21-25
- 26-30
- 31+

How would you rate your collab teaching experience(s) overall?

1: very productive 2: somewhat productive 3: somewhat unproductive 4: very unproductive

	1	2	3	4	
Very productive	○	○	○	○	Very unproductive

Are you currently in possesssion of, or pursuing, your ESL endorsement?

- Yes
- No

Have you taken any coursework that focuses primarily on supporting EL students?

- Yes
- No

Have you taken any course work that focuses primarily on collaborative teaching in general? *

- Yes
- No

Have you taken any course work that focuses primarily on collaborative teaching for EL students?

- Yes
- No

What is *your* definition of EL Co-Teaching?

No need to use the internet or book! Take 45 seconds to write what comes to mind:

August Exit Ticket Questionnaire

1.a Checking In: What is one (1) new instructional strength that you learned about your collab partner(s)? *

If you attended without an assigned ELL collab partner this year, you can put **N/A.**

Short answer text

1.b Checking In: Where did you and your co-teacher find the most alignment in perspective at this time? *

If you attended without an assigned ELL collab partner this year, you can put **N/A.**

Short answer text

1.c Checking In: What will be your next step(s) to continue the work you started in this workshop session?

Short answer text

2.a Checking In: For personal reflection: which of these aspects are ***ELL Teacher-specific*** responsibilities?

2.b Checking In: For personal reflection: which of these aspects are ***Content Teacher-specific*** responsibilities?

2.c Checking In: For personal reflection: which of these aspects are ***shared responsibilities between the Content Teacher and the ELL Teacher*** (to any degree of shared / equally shared)?

- [ ] Assign HW
- [ ] Participate in Admin Conversations & Feedback on Class Progress
- [ ] Creating Summative Assessments
- [ ] Assigning a counted, summative grade
- [ ] Modify Curriculum to Suit Classroom Needs
- [ ] Creating Pre-Assessments
- [ ] Seek Clarification about a Component of the Lesson
- [ ] Behavior Management
- [ ] Student Check-ins with Family / Guardians
- [ ] Determine the Direction of 'The Next Lesson'
- [ ] Use Accommodations to Suit Classroom Needs
- [ ] Class / Student Grouping
- [ ] Creating Adaptive Materials & Manipulatives
- [ ] Adapt Content / Assignment Real-Time in Class
- [ ] Formative Feedback to an EL Student's Learning
- [ ] Formative Feedback to a Non-EL Student's Learning
- [ ] Room / Furniture Arrangement
- [ ] Researching / Compiling Instrucitonal Strategies
- [ ] Establishing Professional & Classroom Norms

3.a Additional Comments or Questions to support collab partners, co-planning, and/or co-teaching at this time: *

Short answer text

September Pre-Workshop Questionnaire

3a. Compared to your prior ELL-based co-teaching experiences so far, how would you rate your current ELL-based co-teaching experiences? *

- ○ 1- Much more productive
- ○ 2- Equally productive
- ○ 3- Somewhat less productive / Somewhat more unproductive
- ○ 4- Equally unproductive
- ○ 5- Much more unproductive
- ○ 6- This is my first year co-teaching, so I cannot compare

3b. Optional: If your response to #3 was a 1 or 2, in what ways has the co-teaching experience been good/ improved?

You can list aspects/elements of the experience, or write a short description

Short answer text

3c. Optional: If your response to #3 was a 3, 4, 5, or 6, what can help improve your co-teaching experience at this time?

You can list aspects/elements of the experience, or write a short description

Short answer text

4. What are some current highlights in your co-teaching at this time? *

You can list aspects/elements of the experience, or you can give a shoutout to a person / resource that has been impactful.

Long answer text

5. What are some questions you have about co-teaching at this time? *

You can respond with topics that have been covered, or topics that you are interested in seeing discussed in future workshops.

Short answer text

October Exit Ticket Questionnaire

What blocks do you co-teach? *

Short answer text

Have you established common planning? *

- Yes
- No

If yes, when is it, and how frequently does it occur per co-teacher?

Short answer text

If no, what is/are the barrier(s)?

Long answer text

How comfortable are you with writing content objectives? *

	1	2	3	4	
1 not at all - why are we doing this?	○	○	○	○	4 I feel confident and use them all the time!

How comfortable are you with writing language objectives? *

	1	2	3	4	
Not at all - I don't understand the purpose of these	○	○	○	○	I feel confident and use them all the time!

What are some questions you have about co-teaching at this time?

You can respond with current challenges needing support from Instructional Coaches, the LTI, or the Literacy Specialists, topics that have been covered, or topics that you are interested in seeing discussed in future workshops.

Short answer text

November Pre-Workshop Questionnaire

1. Reflect: How has been your experience this year so far working through the cycle to collaboratively reflect, plan, instruct, and assess with your co-teacher(s)? *

1: Very challenging 2: Somewhat challenging/accessible 3: Very accessible

	1	2	3	
Very challenging	○	○	○	Very accessible

2. Reflect: Please share more about your answer to Reflection #1 *

What has been a defining situation in your experience?

Long answer text

3. Reflect: How has been your experience this year so far navigating student learning throughout a multi-day lesson (eg. Day 3 and Day 4 of a concept) with a co-teacher? *

1: Very challenging 2: Somewhat challenging/accessible 3: Very accessible

	1	2	3	
Very challenging	○	○	○	Very accessible

4. Reflect: At this point and time, do you feel comfortable describing the content and language objectives of your most recent lesson(s)? *

- ○ Yes, absolutely on top of the content & language objectives work :)
- ○ Somewhat, I would need support defining one of these objectives :)
- ○ Not yet, but I'm here :)
- ○ Other...

What do you anticipate getting out of this session today? *

Long answer text

November Reflection Survey on Co-Teaching Models Questionnaire

How would you rank your experience using the available Co-Teaching Models? *

	Top Tier, woul...	Mid Tier, woul...	Bottom Tier, w...	No Tier; N/A; d...
Model 1	○	○	○	○
Model 2	○	○	○	○
Model 3	○	○	○	○
Model 4	○	○	○	○
Model 5	○	○	○	○
Model 6	○	○	○	○
Model 7	○	○	○	○
Other, as previ...	○	○	○	○

Which Co-Teaching Model do you believe would ***serve you best when working to support student learning*** in your collab class(es)? *

Select 'Other' and respond with details if you believe you've done something else with co-teaching that is not described within the available models.

- ○ Model 1 - 1 Group, 1 Leads, 1 "Teaches on Purpose"
- ○ Model 2 - 1 Group, Two Teach the Same Content
- ○ Model 3 - 1 Group, One Teaches, One Assesses
- ○ Model 4 - 2 Groups, Two Teach Same Content
- ○ Model 5 - 2 Groups, One Preteaches, One Teaches Alt. Info
- ○ Model 6 - 2 Groups, One Reteaches, One Teaches Alt. Info
- ○ Model 7 - Multiple Groups, Two Monitor/Teach
- ○ Other...

Which Co-Teaching Model do you believe would ***serve you best when assessing student learning*** in your collab class(es)? *

Select 'Other' and respond with details if you believe you've done something else with co-teaching that is not described within the available models.

- ○ Model 1 - 1 Group, 1 Leads, 1 "Teaches on Purpose"
- ○ Model 2 - 1 Group, Two Teach the Same Content
- ○ Model 3 - 1 Group, One Teaches, One Assesses
- ○ Model 4 - 2 Groups, Two Teach Same Content
- ○ Model 5 - 2 Groups, One Preteaches, One Teaches Alt. Info
- ○ Model 6 - 2 Groups, One Reteaches, One Teaches Alt. Info
- ○ Model 7 - Multiple Groups, Two Monitor/Teach
- ○ Other...

Which Co-Teaching Model(s) would you want to prioritize further conversation and support for? *

This answer helps determine selection of topics in upcoming workshop series.

	Top Priority	Mid Priority	Low Priority
Model 1	○	○	○
Model 2	○	○	○
Model 3	○	○	○
Model 4	○	○	○
Model 5	○	○	○
Model 6	○	○	○
Model 7	○	○	○

Please briefly explain (a few of) your top priority choice(s). *

Long answer text

November Exit Ticket Questionnaire

1. Reflect: The session today effectively provided relevant information to my co-teaching practices and needs *

1: Strongly disagree 2: Somewhat disagree 3: Somewhat agree
4: Srongly agree

	1	2	3	4	
Strongly disagree	○	○	○	○	Strongly agree

2. Reflect: Please share more about your answer to Reflection #1 *

What was a notable experience that affected your experience in the session?

Long answer text

3. Reflect: The session today effectively used the given time for turnout work / peer work / independent work *

1: Strongly disagree 2: Somewhat disagree 3: Somewhat agree
4: Srongly agree

	1	2	3	4	
Strongly disagree	○	○	○	○	Strongly agree

Considering the work accomplished today, how can the AHS EL Collab PD co-facilitators' support the design and/or instruction in your next lesson / unit? *

Long answer text

Anything else that you would liike to share with the co-facilitators?

Long answer text

Appendix C: Focus Group Interview Protocol

Script:
Hello, my name is Larise Joasil. Thank you for participating in this focus group. This focus group is helping me to study in my doctoral program research, how CC and ELL co-teachers navigate their resources for and understanding of co-teaching. Because this interview is a part of my doctoral research, it follows expectations and guidelines held by the Institutional Review Board. All names and group-externally identifying characteristics observed within this time will be kept confidential within the scope of research to the best of my ability. As participants of the same focus group, I ask that you help support a safe space by not sharing responses you may hear at this time without the respondent's consent. While I cannot guarantee that a co-participant will not share without prior consent of others, I strongly encourage you to do so. "This interview should take about 1 hour 15 minutes and is being recorded for transcription and analytical purposes. We'll go in order of the questions, and anyone is free to answer or expand on a thought/ comment. Feel free to let me know if you would like to skip a particular question or end the meeting early. "Do you have any questions before we get started?"

1. Can you please introduce yourself, your department, and tell me a bit about what you are co-teaching this year?

2. How would you describe your experience so far teaching ELs in the content area classroom?

3. How would you describe your career experience so far with co-teaching, in general? Specifically for ELL?

Script:
"Your school, referred to at this point as "the school", uses ELL-based co-teaching with the expectation that it allows core content (CC) and English Language Learning (ELL) teachers to work together to successfully access and instruct ELs in a school population-representative setting. "The following sets of questions seek to explore your understanding of the ELL-based co-teaching experience, and its realities in the school. The first set of questions are about your views on ELL-based co-teaching as it is now.

1. Right now, what do you think of the ELL-co-teaching experience at school? Which experience(s) shape(s) your opinion of it?

    a. How do *you* define/describe ELL-based co-teaching? How does this align with what you experience about ELL-based co-teaching in the school? How does this align with what you (will) experience in your classroom?

    b. How do *you* define/describe your co-teacher's role in an ELL-based collab classroom? How does this align with what you experience about ELL-based co-teaching in the school? How does this align with what you (will) experience in your classroom?
        i. How do you (wish to) see your co-teacher be supported by planning and instructional decisions?
        ii. How do you (wish to) see your co-teacher support planning and instructional decisions?

   c. How do *you* define your role in an ELL-based collab classroom? How does this align with what you experience about ELL-based co-teaching in the school? How does this align with what you (will) experience in your classroom?
      i. How are you / (do you wish to be) supported in your role by planning and instructional decisions?
      ii. How do you, in your role, (wish to) support planning and instructional decisions?

2. How do you feel about working with a co-teacher to collaboratively plan, instruct, assess, and reflect on student progress, at the school?
   a. What else would enable this experience to be successful at the school, if given sufficient time as a resource to logistically do it?
   b. What else could hinder this experience from being successful at the school, if given sufficient time as a resource to logistically do it?

3. What makes ELL-based co-teaching feel productive to you? What makes it feel unproductive?

4. How does/did your perspective as a co-teacher change over time this year regarding classroom planning, instruction, assessment, and reflection?
   a. How has your perspective on ELL-based co-teaching changed in the span of 3-4 month? How has it been affirmed?

5. What is a goal that you have for your co-teaching experience this year?

Script:
"Thank you. I want to check and make sure that I understand what you're saying. I want to give a quick summary of what you've been saying. Please let me know if I am misunderstanding or if you would like to add something." "The next set of questions seek to understand how you view current and potential resources to support the ELL-based co-teaching experience. The questions also look into how changes may improve the ELL-based co-teaching experience in the classroom."

1. From your school, what resources (events, media, people, organizations, etc.) do you know:
   a. Are currently in place to support ELL-based co-teaching?
   b. Are seen as useful to understand and use ELL-based co-teaching?
   c. Are seen not to be useful to understand and use ELL-based co-teaching?

2. Beyond attending formal professional development sessions or consuming formally published materials, how and in what way do co-teachers learn about co-teaching, and navigate difficulties in co-teaching?

Appendix D: Reflective Co-Teaching Journal Template, Delivered Digitally via UVa Box

Instructions: Please submit this completed journal entry every other week, by the assigned due date. Based on your request, a co-teaching facilitator or specialist will gladly follow up with you.

Date of Submission:	**Class Name, Class Period, and Date Range of Journal Focus**: |. |. From to.
1. Within 20-30 words, what did (co-)planning, if any, look like? What shaped this resulting experience? If possible, please also submit a photo(s) or link(s) to the materials used to (co-)plan.	
	Write here…
2. Within 20-30 words, what does co-teaching in your classroom look like for you at this time? If you saw a noticeable change, please incorporate a phrase such as *"___used to ___, but now, it is ____."*	
	Write here…
3. Within 20-30 words, how did you see your collaborative partner support you and drive the classroom instruction and learning?	
	Write here…
4. Within 30-40 words, what changes in your classroom contributions and roles would you like to see, as a benefit to all students' learning within the classroom? How do you plan to communicate these changes with your co-teaching partner?	
	Write here…
5. **Optional:** Choosing from the left column, on which area at the instructional level (please highlight the selected focus area) would you like to focus in order to improve the current dynamics in the classroom? Please explain why within 25 words.	
• Co-Planning • Co-Teaching • Instruction • Assessment • Reflection	Write here…
6. **Optional:** Choosing from the left column, on which area at the school level (please highlight the selected focus area) would you like to access more support in order to improve the current dynamics in the classroom? Please explain why within 25 words.	

• Personnel Resources • Material Resources • Time • Professional Learning	Write here…

Appendix E: Codebook

	Code	Definition	Inclusion Criteria	Exclusion Criteria	Example	Notes
A priori Codes	Views of formal co-teaching PLOs	Co-teacher's opinion or perspective on formally structured, school resource-facilitating profesional learning opportunities	Incldue if participant references judgement or value towards formal PLO	Exclude if participant only explains, lists, or mentions experiences that fall under formal PLOs		Should I code for the different types of PLO in this particular code?
	Views of informal PLOs	Co-teacher's opinion or perspective on organically derived professional learning opportunity experiences between teacher peers or teacher leaders	Incldue if participant references judgement or value towards informal PLO	Exclude if participant only explains, lists, or mentions experiences that fall under informal PLOs		Should I code for the different types of PLO in this particular code?
	ELL-based co-teaching in action	The use of co-teaching between CC and ELL teachers to collaboratively plan, instruct, assess, and/or reflect for the sociolinguistic and academic access and success between ELs	Include if the sample data is related to the co-teaching participants' active use of ELL-based co-teaching for the purpose of supporting EL collab classrooms	Exclude if not related to the active use towards a collab classroom		Curious to know if the teachers wouldn't mind follow up to see how their reflections / journals fit within this scope
	Views of ELL-based co-teaching as a practice	Co-teacher's opinion or perspective on the use of co-teaching between CC and ELL teachers to collaboratively plan, instruct, assess, and reflect for the sociolinguistic and academic access and success between ELs	Include if the co-teaching participants are focusing on any part of the CIC	Exclude if the the co-teaching participants are not focusing on any part of the CIC		Should probably generate a 'additional factors to ELL-based co-teaching as a practice' code
	ELL co-teacher's views of CC co-teacher	ELL co-teacher-generated comments, opinions, and/or perspectives towards CC teachers' ability, understanding or use of ELL-based co-teaching	Include if participant describes opinion on current or previously assigned CC-co-teacher	Exclude if participant describes a general CC co-teacher archetype, not their own experience or a lived experience of another teacher		Should have a generalized assumption/archetype code, then?
	CC co-teacher's views of ELL co-teacher	CC co-teacher-generated comments, opinions, and/or perspectives towards ELL teachers' ability, understanding or use of ELL-based co-teaching	Include if participant describes opinion on current or previously assigned ELL-co-teacher	Exclude if participant describes a general ELL co-teacher archetype, not their own experience or a lived experience		Should have a generalized assumption/archetype code, then?
	impediments to CC teachers' successful implementation of co-teaching	Expressed obstacles, perspectives, or habits that prevent CC co-teachers from implementing ELL-based co-teaching	Include if there is observed, expressed, or implied circumstances that prevent CC co-teachers from successfully implementing ELL-based co-teaching	Excldue if the CC co-teacher actively states that the circumstances do not imped their ability to implement ELL-based co-teaching successfully		
	impediments to ELL teachers' successful implementation of co-teaching	Expressed obstacles, perspectives, or habits that prevent ELL co-teachers from implementing ELL-based co-teaching	Include if there is observed, expressed, or implied circumstances that prevent ELL co-teachers from successfully implementing ELL-absed co-teaching	Excldue if the ELL co-teacher actively states that the circumstances do not imped their ability to implement ELL-based co-teaching successfully		
	successful resolutions to obstacles implementing ELL-co-teaching	Expressed actions, experiences, or use regarding something or someone solving an element of frustration or unproductivity regarding ELL-based co-teaching	Include if there is a relieving or resolving of an issue or concern for the direct or indirect benefit of ELL-based co-teacher needs	Exclude if the relief resolution appears or is deemed to be insatisfactory by the affected co-teacehrs in the long-term		Should it be long-term successful amends and short-term successful amends, then?
	reflection or reflective processing,	The observed, expressed, or implied moment where critical processing of professional knowledge and future decisions takes place between a co-teacher's given moments of action	Include if participant is observed or expresses words /gestures that often correlate with reflective practices	Exclude if participant uses potential words / gestures to not refelct, but instead possibly judge, reject, or comply to a circumstance or opinion		
	transformative learning	The observed, expressed, or implied use of past actions to bear on present problems in form of reflection; "reflection on action and in action"	Include if participant(s) are able to detail a point of change regarding a co-teacher's previous and current frame of reference on action. Include even if participant is or is not aware of impact of the difference from having undergone transformative learning	Exclude if participant does not show, express, imply follow-through and (intent on) maintenance on subsequent change to instruction, as that may not be a valid demonstration of transformative learning.		What is the term for the opposite of transformative learning?
	change in use of collaborative instructional cycle (CIC)	Any adjustments, positive, neutral, or negative, made to the co-teacher's use of resources, materials, and actions to collaboratively plan, instruct, assess, and reflect within their designated collaborative partnership	Include if the participants are making different decisoins or undergoing novel experiences regarding their experience to plan, isntruct, assess, and reflect. Include even if there is the use of different modality or personnel resources	Exclude if the participant notes that the adjustment, as described, is not novel to their practice from other collaborative partnerships		Should there be an 'adherence to CIC' or 'incomplete use of CIC'?
	teacher perception of co-teaching value	Expressed, observed, or implied opinion/perspective from teachers and co-teachers about the impact and effect of ELL-based co-teaching	Include if the participants present an opinion, perspective or implication that suggests a judgement of value to school, classroom, or student effect	Exclude if it refers to other forms of specialist-content area co-teaching		Should the specialist-content area co-teaching parameter become a new code to track comparative experiences?

	Code	Definition	Inclusion Criteria	Exclusion Criteria
	Demographics			
Emerging Codes	appreciation for co-teacher's expertise / presence in room	The observed, expressed, or implied positive value for a co-teacher's existence and contribution within classroom space	Include if the participants present an opinion, perspective or implication that suggests a positive outlook for a co-teacher's knowledge and actions throughotu classroom / collaborative spaces	Exclude if the particiapnt does not use words or emphasis to communicate value to collaboration
	Teacher-stated pivotal elements in collaboration	The observed, expressed, or implied core values for the success of co-teaching	Include if the participants place emphasis on the importance of the idea, concept, or action	Exclude if the particiapnt does not use words or emphasis to communicate value to collaboration
	Expertise v. Novice	The observed, expressed, or implied dichotomy between a skilled teacher and an unskilled teacehr	Include if the participant used words or emphasis to distinguish between the skills or capabilities of a veteran teacher and a novice teacher in a co-teaching setting	Exclude if the particiapnt does not use words or emphasis to distinguish betweent eh skills or capabilities of a veteran teacher and a novice teacher in a co-teaching setting
	Expectations /anticipations v. reality	The observed, expressed, or implied dichotomy between what a teacher wants or expects to occur, and what this teacher ultimately describes	Include if the participants present an opinion, perspective or implication that suggests a difference between intended or expected outcomes and observed outcomes	Exclude if the participant notes that the outcomes were expected to occur due to intentional design on part of an individual
	Relevance of resources	The observed, expressed, or implied importance of available resources to the ongoings of co-teaching in the classroom	Include if the participants place value on a person(s), concept, or thing related to their personal co-teaching experience	Exclude if the participant describes value of a person(s), concept, or thing without relating to personal connection
	knowledge of resources	A teacher's demonstration of knowledge regarding available resources for co-teaching in classrooms	Include if the participant describes value of a person(s), concept, or thing to the idea of co-teaching	Exclude if the participant presents so incomplete of an idea of the resource, that it does not contribute to further learning
	Examples of informal PLO	The observed, expressed, or implied descriptions of informal PLO within a teacehr's experience	Include if the participant describes a learning experience that they have actively been a part of (passive observation/active awareness or active particiaption included)	Exclude if the participant presents so incomplete of an idea of the resource, that it relates an abstracted cocnept remvoed from teacher experience and does not contribute to further learning
	Turfism	The observed, expressed, or implied sense of boundaries between co-teachers' actions throughout the CIC cycle, in such a way that it is understood that an action is explicitly assigned to one person	Include if the participants present an opinion, perspective, or implication that suggests that an action within the collaborative experience has been intentionally relegated or kept under one person's charge.	Exclude if the participants present an opinion, perspective, or implication that an action or intention within the collaborative experience has been shared to some degree, or is not viewed as an undelegated/assumed charge to a specific person

Appendix F: Summarizing 1-Pager

FINDINGS & RECOMMENDATIONS ON ELL-BASED CO-TEACHING PARTNERSHIPS

As Core Content and English Language Learning (ELL) teachers navigate their co-teaching partnerships for English Learners' achievement, it is important to understand how incomplete understandings, implementation, and/or supports of the Collaborative Instructional Cycle (CIC) can affect the partnership, even while teachers are receiving formal Professional Learning Opportunities (PLOs).

FINDINGS

Finding 1: Reflection within transformative learning is an important and personal journey in a collaborative partnership.

Within collaborative partnerships, co-teachers draw on prior experiences to reflect and learn, as **reflection and learning are "a muscle, a skillset that is being built".**

Teachers' viewpoints on co-teaching, partnerships, and supports are important to know. **Informal PLOs appear more responsive to questions and concerns than formal PLOs.**

Finding 2: Co-teachers experience the partnerships in a dynamic environment.

Co-teachers report benefitting from **flexibility, openness, and learning.**

Teachers can become aware of their assumptions of co-teaching roles and responsibilities, especially as other **teacher leaders support the reflection and transformative learning** around the partnership.

Finding 3: Co-teachers sometimes address symptoms of challenges in co-teaching partnerships, rather than root causes.

Resources that co-teachers access **do not always** support the partnership.

Attempts to make **changes within the CIC require co-teachers to consider decisions from others' perspectives.**

RECOMMENDATIONS

Recommendation 1: Provide content area-based supports in formal PLOs for the co-teachers to use with the CIC, with an intentional focus on co-reflection.

Host reoccurring PLOs with interdisciplinary strategies, materials, and teacher leadership (colleagues, instructional coaches, literacy coaches, technology liaisons, etc.).

Facilitate and protect time for informal PLO within formal PLOs.

Recommendation 2: Provide intentional support for teachers who are novice to co-teaching for ELs.

Support novice teachers with one-on-one or small group **mentorships.**

Recommendation 3: Reflect on co-teaching partnership quality by inviting reflection from colleagues and students.

Use student surveys and peer observations **for co-teaching dynamics.**

References:

Co-Teaching for English Learners: A Guide to Collaborative Planning, Instruction, Assessment, & Reflection (2017)

Finding your Guac' Squad: Navigating Co-Teaching Dynamics Between Core Content and English Language Learning Teachers (2025)