

## Appendix 1

### Coding Table

Relevant Categories with Selected Initial Codes	Emerging Themes	Data Exemplars
<p><u>Unequipped science teacher</u></p> <ul style="list-style-type: none"> <li>• No preparation for working with ESL students</li> <li>• No targeted instruction to meet the language and content needs of ESL students</li> <li>• Not sure what the ideal role of the content teacher or ESL teacher is</li> <li>• No previous interactions with ESL teacher</li> <li>• Willing to collaborate</li> <li>• Having an extra set of hands is her ideal collaboration</li> </ul>	<p>Unequal planning responsibilities</p> <p>Willing to collaborate</p> <p>Having assistance is ideal</p>	<p>"I would generally because it's hands on, and because they're all kind of working together, and we'll look at a part and say, "What it is?" And what I like to do just to make sure that [the ESL students have] all participated" (CPS #2, May 18, 2018).</p>
<p><u>The ESL teacher's multiple responsibilities</u></p> <ul style="list-style-type: none"> <li>• Different ESL teachers with different approaches</li> <li>• Ask the ESL teacher for help</li> <li>• ESL teacher's multiple hats</li> <li>• ESL teacher is having to save ESL students</li> <li>• Helps the content teacher</li> <li>• Focus is what is right for kids</li> </ul>	<p>Distinct from previous ESL teachers</p> <p>Offers assistance</p> <p>Limited Participation</p>	<p>"Amanda was open to helping in any way to plan the lesson, assist in the classroom and then to reflect after the lesson. She helped students during the lesson to make sure they were on task and that they understood the concepts being taught" (Candace, RJ #1, May 10, 2017).</p> <p>"I was a classroom assistant" (Amanda, RJ #1, May 11, 2017).</p>
<p><u>Micro/macro challenges to/in collaboration</u></p> <ul style="list-style-type: none"> <li>• ESL students are not always successful in the science classroom</li> <li>• Thinking/planning in the moment</li> <li>• Lacking a common planning time</li> <li>• Finding time is a challenge</li> <li>• Wrestling with how to make more time</li> </ul>	<p>Scheduling conflicts</p> <p>Limited planning time</p> <p>Wrestles with time constraints</p>	<p>"I've never had to take a subject in another language you know I think it's hard to be completely fair in the situation, and I think with our system even it's hard to be completely fair. I mean I think we do the best we can, but you know, because I am responsible for making sure that they've learned the content and the concepts and the standards, but at the same time I mean you know when you're at a disadvantage with not speaking that language first. Sometimes that's hard" (Interview #2, May 11, 2017).</p>
<p><u>Teachers' learning</u></p> <ul style="list-style-type: none"> <li>• Planning ahead of time is important</li> <li>• Helpful to have assistance of ESL teacher</li> <li>• More mindful of ESL students</li> <li>• Make a contribution</li> </ul>	<p>Increased focus on ESL students</p> <p>More assertive voice</p>	<p>I would say definitely planning is important, paying attention to vocabulary, minimizing work by focusing only on the standard, and trying to streamline as much as possible (Interview #3, May 25, 2017).</p>

Giles, A., & Yazan, B. (2021). "More Mindful of ESL Students": Teacher Participation and Learning in ESL and Content Teachers' Collaboration in a Science Middle School Classroom. *MEXTESOL Journal*, 45(2).