

Co-Planning

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Five Essential Practices to Integrate
Curriculum and Instruction for English Learners

Andrea Honigsfeld

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Illustrated by Claribel González



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About the Illustrator



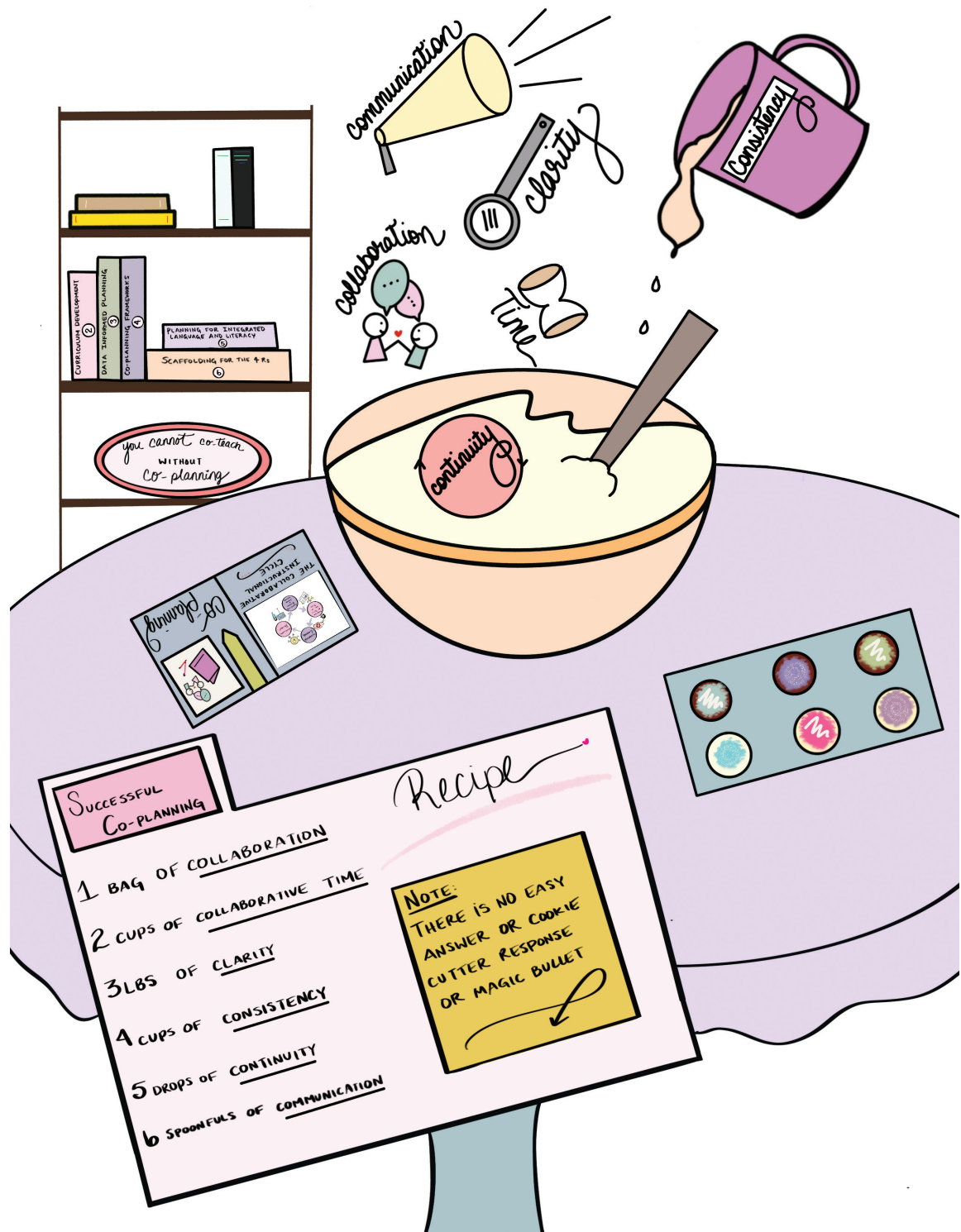
Claribel González is a staff developer in Western New York. She supports administrators, teachers, and other stakeholders in achieving academic excellence for multilingual learners. Her passion for language and equity started at a young age as a result of her participation in bilingual and ESL programs. As an avid doodler, she celebrates creativity and the power of sketch notes as a vehicle to synthesize information. Claribel has also served as a bilingual classroom teacher and instructional coach.

Much of this book was written during the COVID-19 outbreak of 2020. During these difficult times, we were profoundly moved by educators, who, as first responders to the crisis, worked with children, families, and other teachers removed from the familiarity of their schools and placed in remote learning environments, where they had to reinvent themselves and their teaching methods every day. Overnight, teachers across the U.S. and beyond our borders found themselves thinking about their jobs and their students very differently. The why of their call to educate and create equitable, meaningful learning experiences had been amplified; their how had to change even more. One consistent pattern of teacher action we have observed and supported throughout these months of physical distancing was virtual teacher collaboration. This book is dedicated to those teachers whose perseverance, ingenuity, and commitment embody the spirit of collaboration!



We also dedicate this book to our respective families who are our daily inspirations, Howie, Benjamin, Jacob, and Noah; Tim, Dave, Jason, Sara, Christine, Meadow, Gavin, and Rohnan.

Introduction 1



“It does not take a lot to do a lot for ELLs.”

—Madison Altorfer, elementary teacher
Boise Public Schools, Idaho

“Co-planning doesn’t need to be a time-consuming chore. Great teachers work smarter, not harder, and co-planning time, when used effectively, can actually ease the workload for teachers through the collaborative sharing of strategies. It’s such a helpful tool for ALL educators!”

—Jody T. Nolf, ESOL coordinator
School District of Palm Beach County, Florida

“If we are to serve the needs of ALL learners, we must work together to design learning experiences that are accessible and inclusive. This is possible when educators with varied expertise and experiences come together to design and deliver the curriculum. Collaboration among teachers also models this key life skill for our students.”

—Mahima Bhalla, high school learning support teacher
American Embassy School, New Delhi, India

Collaboration is not just an action people take to work together; it requires practice—trial and error—much like developing a complex skill that takes time to master. With this in mind, we have been collaborating around the topic collaboration for the sake of English learners/multilingual learners (ELs/MLs) for a long time as we continue to refine our abilities to master the art of collaboration! Taking many unique angles in our work, we have focused on establishing an integrated collaborative service delivery model for English language development (ELD) (Honigsfeld & Dove, 2010, 2019), unpacking the collaborative instructional cycle with a special emphasis on seven co-teaching models (Dove & Honigsfeld, 2018), advocating for teamwork on all levels of instruction (Cohan et al., 2020), and offering research support for collaboration and co-teaching (Dove & Honigsfeld, 2020a; Honigsfeld & Dove, 2012). And we are not done yet! The old adage attributed to Aristotle, “The more you know, the more you know you don’t know,” seems to find its way into our research and practice as well with a bit of a twist: the more we know, the more we want to know and understand what there is still to learn and uncover!

In this book, we are returning to our topic of teacher collaboration only to take a deep dive into one practice we often identify as a nonnegotiable in the collaborative instructional cycle: co-planning. Yet it is impossible for us to begin to discuss co-planning without putting first things first: *you do not need to be co-teaching to engage in co-planning*. However, the reverse is also true—*you cannot co-teach without co-planning!* With these basic premises in mind, we hope to reach our largest possible audience, that is every teacher who works with English learners, dual language learners, multilingual learners, or other culturally and linguistically diverse student

populations in any program model or context, be it stand-alone, collaborative, integrated, bilingual or dual language, or general education classes. The fact of the matter is that no one should be planning instruction alone! In writing this book, our most fervent goal is to support the daily work of teachers preparing high-quality, impactful lessons through collaborative planning—working with colleagues together to support the learning of ELs/MLs from all possible angles.

Before we get into our topic, we would like to offer a quick note about terminology. In our previous publications, we referred to the subgroup of learners whose home languages are not English as ELs or English language learners (ELLs), which suggest these youngsters are lacking something and they need to learn English to be complete. In this book, we are intentionally switching to ELs/MLs to recognize the strengths and assets these students bring to school, to affirm that they already are fluent speakers of one or more languages, while we also note that all students are academic language learners (Ottow, 2019; Soto-Hinman & Hetzel, 2009). WIDA (2020a) defines multilingual learners as “all children and youth who are, or have been, consistently exposed to multiple languages. It includes students known as ELLs or dual language learners (DLLs); heritage language learners; and students who speak varieties of English or indigenous languages” (para. 2). We too believe what García and Kleifgen (2018) so emphatically claim:

Always [...] the starting point would be the students’ rich unitary language system and a view of the students’ linguistic system as capable of adapting to new sociolinguistic situations and able to expand, whether the instruction is monolingual or bilingual, and whether the goal of instruction is monolingualism or bilingualism or biliteracy. (p. 64)

ELs/MLs may feel marginalized in their schools—lacking a sense of belonging, feeling anxious, seemingly without the motivation to connect with others, and remaining silent about not feeling undervalued (Dove & Honigsfeld, 2018; Yoon, 2008). With this in mind, we want to lift up these students to be recognized as capable and valued members of the school community with unique and rich language and academic abilities and potentials.

Why Is There a Need for a Book on Collaborative Planning?

We felt compelled to begin writing this book to expand upon our recently published Corwin Press book entitled *Co-Teaching for English Learners* (Dove & Honigsfeld, 2018) to address collaborative planning in greater depth. We wanted to produce a ready-to-use, reader-friendly guide for all teachers working with language learners. In this way, this book is not only closely aligned to the essential concepts and practices presented in our previous books, but it also addresses how educators serving ELs/MLs in any context (whether co-teaching is feasible or not) can effectively develop curricula, plan units of study, write lesson sequences, or have other shared learning experiences together. We wish to offer a quick reference on all key aspects of collaborative approaches to planning while working with ELs/MLs.

Our goal is to offer a concise yet substantial publication that will serve as a must-have guidebook for all novice as well as more seasoned educators who are moving away from working in isolation. This book is for teachers who wish to work more collaboratively with their colleagues but might not know how to get started or wish to explore how to be more effective and impactful. This book is structured around critical information all teachers—K–5 classroom teachers, 6–12 core content area teachers, and ELD specialists—in some contexts referred to as ESL (English as a second language), ENL (English as a new language), or EAL (English as an additional language) teachers—as well as other instructional support personnel, including teaching assistants and paraprofessionals—need to have at their fingertips, with a special emphasis on content and language integration.

The knowledge base on inclusive practices for students with disabilities as well as for ELs/MLs has been expanding (Beninghof, 2020; Friend & Cook, 2012; Honigsfeld & Dove, 2010, 2012, 2015, 2019; Murawski & Lochner, 2017; Peery, 2019; Villa et al., 2013). Many researchers of inclusive education as well as practitioners in schools with collaborative cultures emphasize the need to engage in a cycle of collaboration, particularly when instruction for students is co-taught. We have been supporting school districts around the United States and internationally (having visited over 30 states to date) to help develop practices that support a collaborative, integrated service delivery model for ELs/MLs. We also train teachers in the collaborative instructional cycle, which consists of four inter-related phases: collaborative planning, instruction, assessment, and reflection (see Figure 1.1). We have found that all four phases together will maximize teacher effectiveness and impact on ELs/MLs' language acquisition, literacy learning, and content attainment, yet we firmly believe that co-planning is critically important and, in many cases, may not be practiced enough or not done effectively or intentionally enough.

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

- a. Collaborate to create multi-level, differentiated unit and lesson plans
- b. Engage in collecting and analyzing formative and summative student data
- c. Reflect on the teaching-learning process that took place in the class
- d. Negotiate the taught curriculum so that it integrates English language and literacy development with content instruction
- e. Collect and analyze data about effective instructional practices
- f. Consider the needs, strengths, and challenges of collaborative partners

- Approaches to co-teaching—ways to co-deliver instruction and group student to optimize classroom space for student engagement
- Time, attention, and unwavering support for the practice of collaboration

BASIC TOOL KIT

- Essential tools and resources to support successful co-planning:
 - English language arts and content standards
 - ELD or English language proficiency (ELP) standards
 - Curriculum maps; scope and sequence charts
 - Content-area texts and teachers' guides
 - Knowledge and use of technology for co-planning and lesson delivery
 - Co-planning framework or action plan to accomplish co-planning tasks
 - Creativity, open-mindedness, and willingness to be flexible

Teachers must regularly engage in collaborative planning—spending at least one planning period a week in collaboration with another—to engage in a professional dialogue both about the range of needs their students have as well as to investigate the academic complexities and linguistic demands of the learning standards in core content areas. During co-planning, teachers rely on each other's expertise and resources to accomplish the following:

- Review the target standards and core curricular goals
- Establish learning objectives and instructional procedures for reaching those objectives
- Target the academic language development of all learners, with special attention to ELs/MLs and other speakers of nonstandard English
- Integrate Individualized Education Program (IEP) goals into their lesson plans
- Determine appropriate modifications and adaptations that will offer the necessary support to students who need them
- Agree on formative assessment tools to be used to inform their instruction

A SNAPSHOT FROM THE FIELD



Gillian Skorka, Agata Majchrzak, and Hallie Sacca Lertora have formed a three-way partnership in PS 160, District 20, Brooklyn, New York, to serve English learners, some of who are also classified with learning disabilities. Together they share about their collaborative partnership as follows:



Our routines and systems for co-teaching are centered around our grade's curriculum map, which specifies which lesson will be taught on which day. We check in with each other every morning to ensure that we are on schedule and adjust accordingly for the day/week. This check-in helps us in maintaining open communication and guarantees we are on the same page throughout the week.

Since there are three teachers in this classroom and limited common planning time among the three of us, we have found Google Docs to be extremely useful when it comes to lesson ideas, writing lesson plans, and discussing overall logistics for all activities. Before school, during lunch, and after school, we are able to speak in person about any ideas we have or changes we have made to the lesson. We communicate via e-mail when it comes to distributing responsibilities for the creation of any and all lesson materials as well as delegating the various roles that each of us will take on during the lesson implementation. Since we are fortunate enough to have seven periods a week in which we co-teach together (one English as a new language (ENL), one special education, and one general education teacher), we find it important in our lesson plans to each write one teaching goal/objective (totaling three goals). It is easy for our roles to start to blend together during the moments when we are co-teaching, so writing down our personal goals helps each one of us to stay focused on a specific cohort of students (for example: the ENL teacher has a main focus of language while the special education teacher's goal is for the students to be able to use visuals to comprehend the passage). Our common goal, however, is always to find an appropriate balance between teaching towards our content objective while still equally providing support for the elements of a corresponding language objective.

What Are Some Requirements for Successful Collaborative Planning?

Before we go deeper into collaborative planning, let's review what the key requirements are for successful co-planning. Similar to cooking, baking, home repairs, or art projects, before you get started, you must have some ingredients, materials, and resources ready. By chance, we found that you will need a lot of things beginning with the letter "c": *collaborators, collaborative time, clarity, consistency, continuity, and communication.*

1. Collaborators

No one can do the work of collaborating alone! While instruction may be delivered by one person in a classroom, we definitely need colleagues with whom we co-plan—fellow educators who are committed to excellence and equity; have a willingness to share their knowledge, skills, thoughts, and ideas; and are inclined to learn and help others learn from them. For collaborators to bond, partnership building is critical to those working together as teams, and to build partnerships, both cooperation and collaboration are needed. In his video, Spencer (2016) outlines the differences between these two features and emphatically shows how both cooperation and collaboration are required for success. In essence, Spencer identifies that collaborators need both mutual respect and trust, transparency and vulnerability, shared goals as well as shared values, and the ability to not only share ideas but to generate entirely new ideas together.

2. Collaborative time

We all must have ample time for any meaningful and impactful collaboration to take place. What Villa and Thousand (2005) observed a while back still holds true: "Although many incentives appeal to specific individuals, the one incentive that is common to and highly valued by everyone engaged in education and educational reform is time—time for shared reflection and planning with colleagues" (p. 65). We strongly advocate for school leaders to secure the logistics for common planning to create the professional context in which teachers regularly collaborate, whether they engage in co-teaching or not. If teachers do co-teach, co-planning becomes a nonnegotiable. If they don't co-teach, co-planning becomes an urgency, a necessity—or can we say again, a nonnegotiable? We can't emphasize enough that creating the logistical support for collaborative planning must be a top priority, and administrators must consider all the creative ways to provide time for teachers to work together for a sustained amount of time, on a regular basis, with clear goals, agendas, and professional accountability in place during the regular school day. We cannot just put it on teachers to "find the time" to collaborate and co-plan for the sake of ELs/MLs.

3. Clarity

When we talk about clarity for collaborative planning, we want teachers to be able to clearly define their expectations and objectives for collaborating

A SNAPSHOT FROM THE FIELD



See Figure 1.2 for a master schedule shared with us by Sergio González, principal of the Northwood Middle School. This is how he explains the work done at his school:

At Northwood Middle School, our daily mission is to be a unified community that proactively engages students, staff, and families in creating an environment that is supportive of the academic, emotional, and social success of all students. Our school's administration team, school leadership team, and members from our district office created a master schedule that emphasized co-planning and collaborative opportunities for all teachers. As you will see, Northwood's 2019–2020 schedule provided all teachers with common plan periods so they could co-plan and collaborate with one another. Our mission drives our decisions at Northwood, so in order to live our mission, we built a structure that allowed teachers and staff to learn and grow with one another for the success of all students.



with colleagues and also determine when they have accomplished what they have set out to do. We have documented that collaborative planning time needs to be secured for the purpose of curriculum planning, such as curriculum mapping and alignment (Dove & Honigsfeld, 2018; Honigsfeld & Dove, 2015, 2019), for collaborative assessment practices (Calderón et al., 2020), and for building and participating in professional learning communities (also see DuFour & Eaker, 1998; Fisher et al., 2013; Roberts, 2020), in addition to routinely co-planning lessons and units of study. To assure successful collaborations as well as enhance professional growth, teachers need to have some control over the purpose of their collaborative activities and also should be given the opportunity for engaging in self-directed professional learning (Fullan & Hargreaves, 2016).

All in all, clarity is needed for what is to be expected from teacher collaboration, professional engagement, and personal development that, in turn, will ultimately affect student growth.

Figure 1.2 Master Schedule With Embedded Co-Planning Times

ADV	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5 6th Grade Lunch	PERIOD 6 7th Grade Lunch	PERIOD 7 8th Grade Lunch	PERIOD 8	PERIOD 9
7th	SS 6	SS 6	PLAN	PLAN	SS 8	SS 8	Lunch	SS 8	SS 8
8th	8 Math w/ Yu (Room 121)	8 Intensive Math	PLAN	PLAN	8 Math w/ Bergman (Room 204)	Resource (IMC)	Lunch	8 Intensive Math (Room 101)	8 Math w/ Yu (Room 121)
8th	PE 7	PE 7	PE 8	PE 8	PLAN	Lunch	PLAN	PE 6	PE 6
7th	CMA 7	CMA 7	CMA 8	CMA 8	PLAN	Lunch	PLAN	CMA 6	CMA 6
8th	ELA 8 w/ ESL & SPED co/Cronin & Douglass	ELA 8 w/ ESL & SPED co/Cronin & Douglass	PLAN	PLAN	ACCL ELA 8	ACCL ELA 8	Lunch	ELA 8	ELA 8
6th	Math 8	Math 8th	Plan	Plan	Math 8 co w/Anaya	Math 8	Lunch	Adv Math 7	Adv Math 7
7th	PLAN	PLAN	ACCL ELA 7	ACCL ELA 7	ACCL ELA 7	Lunch	ACCL ELA 7	ELA 7 w/ SPED-Siegel	ELA 7 w/ SPED-Siegel
6th	PLAN	PLAN	ELA 7 w/ ESL-Rovner	ELA 7 w/ ESL-Rovner	Lunch	ELA 6 w/ ESL-Rovner	ELA 6 w/ ESL-Rovner	ELA 7 w/ ESL-Rovner	ELA 7 w/ ESL-Rovner
6th	ELA 6 w/ESL- Pomagier	ELA 6 w/ESL- Pomagier	ELA 6 w/ SPED & ESL- Pomagier & Schuman	ELA 6 w/ SPED & ESL- Pomagier & Schuman	Lunch	ELA 6 w/ SPED & ESL- Pomagier & Schuman	ELA 6 w/ SPED & ESL- Pomagier & Schuman	PLAN	PLAN
6th	Math 6	Math 6 co w/Kolze	Math 6 (co) w/Kolze	ADV Math 6	Lunch	ADV Math 6	Math 6 co w/Kolze	PLAN	PLAN
			PE 8	PE 8	Ravinia	Ravinia	Ravinia	Ravinia	Ravinia
7th	8 ELA co w/Benson (Room 118)	8 ELA co w/Benson (Room 118)	PLAN	PLAN	8 Intensive ELA	8 Intensive ELA w/ Ratner	Lunch	Resource (Room 111C)	Resource (Room 101)
8th	8 Sci - co/ Noveron	PLAN	PLAN	Sci 7	Sci 7 w/ Noveron	Lunch	Sci 7 w/ Noveron	Sci 8 co w/ Noveron	Sci 7 - co w/ Noveron

ADV	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5 6th Grade Lunch	PERIOD 6 7th Grade Lunch	PERIOD 7 8th Grade Lunch	PERIOD 8	PERIOD 9
6th	DL Spanish 6	DL Spanish 6	DL Spanish 6	DL Spanish 7	DL Spanish 8	DL Spanish 6	Lunch	PLAN	PLAN
8th	7 Orchestra Tu/Fr	7 Band Tu/Fr	8 Orchestra Tu/Fr	8 Band Tu/Fr	PLAN	Lunch	PLAN	6 Band Tu/Fr	6 Orchestra Tu/Fr
8th	8 ELA co w/Benson (Room 118)	8 ELA co w/Benson (Room 118)	PLAN	PLAN	8 ELA w/ Kahn (Room 116)	8 ELA w/ Kahn	Lunch	8 ELA co w/ Kahn	8 ELA co w/ Kahn
(T&FR)	Chorus 7	Chorus 7	Chorus 8	Chorus 8	PLAN	Lunch	PLAN	Chorus 6	Chorus 6
7th	Sci 8 - co/ Petitte	Sci 8	PLAN	PLAN	Sci 8	Sci 8	Lunch	Sci 8	Sci 8
(W&TH)	Lessons	Lessons	Lessons	Lessons	PLAN	Lunch	PLAN	Lesson	Lessons
6th	PLAN	PLAN	Resource	7 Math co w/Rabb (Room 220)	7 Intensive ELA	Lunch	7 Intensive ELA w/ Ratner	7 Intensive Math w/ Stella	Math 7 co w/Raab (Room 220)
8th	Art 7	Art 7	Art 8	Art 8	PLAN	Lunch	PLAN	Art 6	Art 6
8th	DL SS 8	DL Spanish 8	PLAN	PLAN	DL SS 8	DL Spanish 8	Lunch	DL SS 8	DL SS 8
	IMC	IMC	IMC	IMC	PLAN	Lunch	PLAN	IMC	IMC
8th	6 ELA co w/Janzen (Room 203)	6 ELA co w/Janzen (Room 203)	6 Intensive ELA	6 Intensive ELA	Lunch	6 Intensive ELA	6 Intensive ELA	PLAN	PLAN
6th	Reading PLUS	Reading PLUS	Reading PLUS	Reading PLUS	Reading Plus	Reading PLUS	Lunch	PLAN	PLAN
6th	ELA 6 w/ESL & SPED- Harris & Ratner	ELA 6 w/ESL & SPED- Harris & Ratner	ACCL ELA 6	ACCL ELA 6	Lunch	ACCL ELA 6	ACCL ELA 6	PLAN	PLAN

(Continued)

(Continued)

ADV	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5 6th Grade Lunch	PERIOD 6 7th Grade Lunch	PERIOD 7 8th Grade Lunch	PERIOD 8	PERIOD 9
7th	ACCL ELA 8	ACCL ELA 8	PLAN	PLAN	ELA 8 w/ESL & SPED- Petitte & Douglass	ELA 8 w/ESL & SPED- Petitte & Douglass	Lunch	ELA 8 w/ESL & SPED- Petitte & Douglass	ELA 8 w/ESL & SPED- Petitte & Douglass
6th	6 Intensive Math	6 Math w/ Cohn (Room 206)	6 Math w/ Cohn (Room 206)	6 SCI w/ Middendorf (Room 217)	Lunch	6 SCI w/ Middendorf (Room 217)	6 Math w/ Cohn (Room 206)	PLAN	PLAN
6th	Music 7	Music 7	Music 8	Music 8	PLAN	Lunch	PLAN	Music 6	6 Music
7th	SS 6	PLAN	PLAN	SS 6	SS 7	Lunch	SS 7	SS 7	SS 7
7th	PLAN	PLAN	ELA 7 w/ESL & SPED- Siegel & Schwarz	ELA 7 w/ESL & SPED- Siegel & Schwarz	ELA 7 w/ESL & SPED- Siegel & Schwarz	Lunch	ELA 7 w/ESL & SPED- Siegel & Schwarz	ACCL ELA 7	ACCL ELA 7
7th	Sci 6	Sci 6	Sci 6	Sci 6 co w/ Kolze	Lunch	Sci 6 (co) w/ Kolze	Sci 6	PLAN	PLAN
6th	Sci 8 w/ Cunningham (Room 200)	PLAN	PLAN	Resource	Sci 7 w/ Cunningham (Room 200)	Lunch	Sci 7 w/ Cunningham (Room 200)	Sci 8 w/ Cunningham (Room 200)	Sci 7 w/ Cunningham (Room 200)
6th	Math PLUS	Plan	Math Plus	Math PLUS	Math PLUS	Math PLUS	Lunch	PLAN	Math PLUS
	PE 7	GB/BR	GB/BR	GB/BR	GB/BR	GB/BR	GB/BR	GB/BR	GB/BR
8th	DL SS 6	DL SS 6	DL SS 6	DL SS 6	Lunch	DL SP 6	DL SS 6	PLAN	PLAN
7th	Sci 8 w/ Fiore (Room 202)	Resource (Room 111C)	PLAN	PLAN	8 ELA co w/ Kahn (Room 116)	8 ELA co w/ Kahn (Room 116)	Lunch	8 ELA co w/ Kahn (Room 116)	8 ELA co w/ Kahn (Room 116)
6th	ELA 6 w/ Cochrane (Room 205)	ELA 6 w/ Cochrane (Room 205)	ELA 6 w/ Cochrane (Room 205)	ELA 6 w/ Cochrane (Room 205)	Lunch	ELA 6 w/ Cochrane (Room 205)	ELA 6 w/ Cochrane (Room 205)	PLAN	PLAN
7th	ACCL Math 6	PLAN	Math 7	Math 7 co w/Gore	Math 7	Lunch	Math 7	PLAN	Math 7 co w/Gore

ADV	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5 6th Grade Lunch	PERIOD 6 7th Grade Lunch	PERIOD 7 8th Grade Lunch	PERIOD 8	PERIOD 9
6th	Math 6 w/ Cohn (Room 206)	Sci 6 w/ Middendorf (Room 217)	Sci 7 w/Wolf (Room 219)	Math 7 co w/Raab (Room 220)	Math 8 co w/Bergman (Room 201)	Sci 8 w/Fiore (Room 202)	Lunch	PLAN	Plan
8th	Spanish A	French A	Spanish A	PLAN	PLAN	Lunch	Spanish A	French B	French C
6th	6 ELA 6 w/Janzen (Room 203)	6 ELA 6 w/Janzen (Room 203)	Newcomers (Room 203A)	Newcomers (Room 203A)	Lunch	Intensive ELA with Cronin	Intensive ELA with Gore	PLAN	PLAN
6th	PLAN	PLAN	ELA 7 w/ Blanks (Room 215)	ELA 7 w/ Blanks (Room 215)	Lunch	ELA 6 w/ Blanks (Room 215)	ELA 6 w/ Blanks (Room 215)	ELA 7 w/ Blanks (Room 215)	ELA 7 w/ Blanks (Room 215)
8th	PE 7	PE 7	PE 8	PE 8	PLAN	Lunch	PLAN	PE 6	PE 6
7th	Spanish C	Spanish C	Spanish B	PLAN	PLAN	Lunch	Spanish B	Spanish C	Spanish B
8th	Resource (Room 111C)	Resource (Room 111C)	6 ELA co w/Cochran (Room 205)	6 ELA co w/Cochran (Room 205)	Lunch	6 ELA co w/Cochran (Room 205)	6 ELA co w/Cochran (Room 205)	PLAN	PLAN
6th	PLAN	PLAN	7 ELA co w/Marvin (Room 213)	7 ELA co w/Marvin (Room 213)	7 ELA co w/Marvin (Room 213)	Lunch	7 ELA co w/Marvin (Room 213)	Newcomers (Room 203A)	Newcomers (Room 203A)
7th	PLAN	PLAN	7 ELA co w/Marvin (Room 213)	7 ELA co w/Marvin (Room 213)	7 ELA co w/Marvin (Room 213)	Lunch	7 ELA co w/Marvin (Room 213)	7 ELA co/ Bingham (Room 211)	7 ELA co/ Bingham (Room 211)
7th	PLAN	PLAN	DL SS 7	DL SS 7	DL SP 7	Lunch	DL SS 7	DL SP 7	DL SS 7
7th	STEM 7	STEM 7	STEM 8	STEM 8	PLAN	Lunch	PLAN	STEM 6	STEM 6
8th	PE 7	PE 7	PE 8	PE 8	PLAN	Lunch	PLAN	PE 6	PE 6
6th	Reading PLUS	PLAN	Reading Plus	Reading Plus	Reading Plus	Lunch	PLAN	Reading Plus	Reading Plus
8th	Sci 6	PLAN	Sci 7	Sci 6	Sci 7	Lunch	Sci 7	Science 7	PLAN
7th	Math 8 co w/Anaya	ADV Math 8	PLAN	PLAN	ACCL 7th	Adv Math 8	Lunch	8 GEO	Math 8 co w/Anaya

4. Consistency

When working with ELs/MLs, we need to recognize that instructional standards and learning targets should be the same for all learners, even if the pathway to achievement requires some students to have a different amount of instructional time or types of support, such as scaffolds and differentiation, to meet with success. In addition, instruction in support of English language and literacy development needs to be consistently integrated with content instruction in every classroom where ELs/MLs are being taught. When co-teaching is not the targeted model for instruction, co-planning ensures that ELD teachers avoid a fragmented, disjointed service delivery that may lead to discontinuous instruction in their stand-alone ELD classes—confusing the very students who need the most consistency of all (Honigsfeld & Dove, 2010, 2019).

5. Continuity

Instructional continuity is consequential to favorable outcomes for ELs/MLs. It ensures that they are learning in programs that provide cohesive instruction, incorporate grade-level curricula, and are measured by appropriate standards-based assessments and benchmarks for content, language, and literacy development. Continuity rejects any disjointed, fragmented, skills-based, or happenstance curricula that are sometimes used in stand-alone or co-taught ELD programs, in as much that they contain no true integration of grade-level content and language learning and separate ELs/MLs from either the subject matter or direct language instruction needed to excel in school. To enhance instructional continuity, co-planning must be in place to support standards-aligned, integrated curricula while encouraging general education teachers and instructional specialists to coordinate and refine their plans for continuous instruction and assessment. Our work is informed by the Council of the Great City Schools (2017) framework that firmly claims that academic language development must take place within the context of grade-level core instruction. Such an integrated approach to teaching recognizes that

- Language is inseparable from the content and vice versa: content informs what language may be targeted and needed, and language is systematically embedded in the content.
- Content instruction always includes both challenges and opportunities for language and literacy learning.
- Academic language better develops when high-impact, cross-cutting, cross-disciplinary strategies are utilized.
- Intentional focus on language development unique to each content area as well as disciplinary literacy will benefit all students.

6. Communication

Changes that occur in education continually bring new challenges to teachers and their attempts to collaborate with one another. Lack of time and proximity to one another have sometimes resulted in the formation of

techniques and skills for exchanging information and ideas that do not promote effective communication. In turn, this lack of clarity can place in jeopardy the development of common understandings, the ability to come to consensus, and the accuracy of intentions, all of which can create situations in which miscommunication thrives.

In order to offer some tips for successful collaborative interactions, we gleaned the following from Taylor's (2015) effective communication strategies:

- **Actively listen.** Withhold judgment, advice, or the need to speak.
- **Ask clarifying questions.** Demonstrate your interest and willingness to engage in conversation.
- **Be clear and succinct.** Respect each other's time as well as allow sufficient opportunities for discussion.
- **Paraphrase and summarize.** Reflect back on what you have heard to ensure the correct information and ideas were exchanged.
- **Practice empathy.** Share your feelings with one another to promote understanding and trust.
- **Provide feedback.** Support an exchange of ideas by giving and receiving feedback from one another.
- **Be present.** Avoid distractions, focus on the matter at hand, and fully enjoy your shared time together.

A SNAPSHOT FROM THE FIELD



Kristina Robertson, English learner (EL) program administrator in Roseville Public Schools, shared with us how a unique form of collaboration had emerged during COVID-19 conditions.

In Roseville Public Schools near Saint Paul, Minnesota, educators created a Collaborative Academic Response Education (CARE) team model to provide support to EL/MLs during the pandemic. The CARE teams, a collaborative group of teachers, paraprofessionals, social workers, cultural liaisons, counselors, and administrators embody the six elements of successful co-planning. CARE team members are identified based on EL/ML student needs, whether they are academic, attendance-based, or social-emotional support. CARE team members meet regularly, usually once a week



(Continued)

(Continued)

to discuss student progress and how the team can provide targeted support to help the student reach their goals. In this model, the students and families know who the CARE team members are and how to connect for additional support. Each CARE team member knows the students' unique needs and which team member can best support them. This collaborative model has been instrumental in creating a proactive approach to student struggles in the pandemic and developing trust with families who find school systems confusing or have barriers to accessing support for their child. Each student and family receive a welcome document with CARE team members' names, titles, and contact information, so communication can be a two-way street to support student success. CARE team members complete the Online Learning Success Plan document (see Figure 1.3) to track evidence of additional supports for EL/ML success. EL/ML students and families have benefited from a dedicated team of professionals collaborating for their success!


Figure 1.3 Online Learning Success Plan


- Expectations
- Organization
- Engagement
- Responsibility


CARE team members will complete this form for English learners who need additional support and collaboration to be successful. It is to be completed with evidence provided of staff attempts offering additional support and collaboration to the student and family.


Think holistically: What learning must be accomplished in a week? Is it realistic given the student's limited language and distance learning abilities? Then, imagine how supports might be designed to suit those parameters and ensure success with a collaborative team and parents.

Date:	Time period (dates from-to):	Content:
-------	------------------------------	----------

EXPECTATIONS	DEMONSTRATE LEARNING <i>Provide steps for completing the task and specify requirements.</i>	EVIDENCE AND DATE <i>Link to documents showing evidence.</i>
	<input type="checkbox"/> Learning Objective CLEAR <input type="checkbox"/> Explanation WRITTEN AND VERBAL <input type="checkbox"/> MODELING of tasks	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

ENGAGEMENT AND ACCESS	ACCESSIBLE LEARNING <i>Describe student access and how tasks and requirements were modified for student engagement and success.</i>	EVIDENCE AND DATE <i>Link to documents showing evidence.</i>
	1. Access: 2. Engagement strategies: 3. Modified tasks: 4. Paper assignments offered:	

ORGANIZATION	MANAGE TIME AND TASK <i>Provide a checklist and familiar format to help students submit work meeting the expectations.</i>	EVIDENCE AND DATE <i>Link to documents showing evidence.</i>
	<ul style="list-style-type: none"> <input type="checkbox"/> Weekly lesson format is CONSISTENT <input type="checkbox"/> Student receives a CHECKLIST of tasks <input type="checkbox"/> COLOR-CODING or NUMBERING is used as a guide 	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

RESPONSIBILITY	CONNECTION WITH MULTIPLE SUPPORT PEOPLE <i>Action steps and collaborative partners on student success.</i>	EVIDENCE AND DATE <i>Specify dates and times of contact and link documentation of action steps. There should be multiple attempts to contact and work with families.</i>
	<ol style="list-style-type: none"> 1. Parent support 2. Counselor support 3. Cultural liaison support 	<p>Action plan:</p> <p>Action plan:</p> <p>Action plan:</p>

Icons: istock.com/PCH-Vector

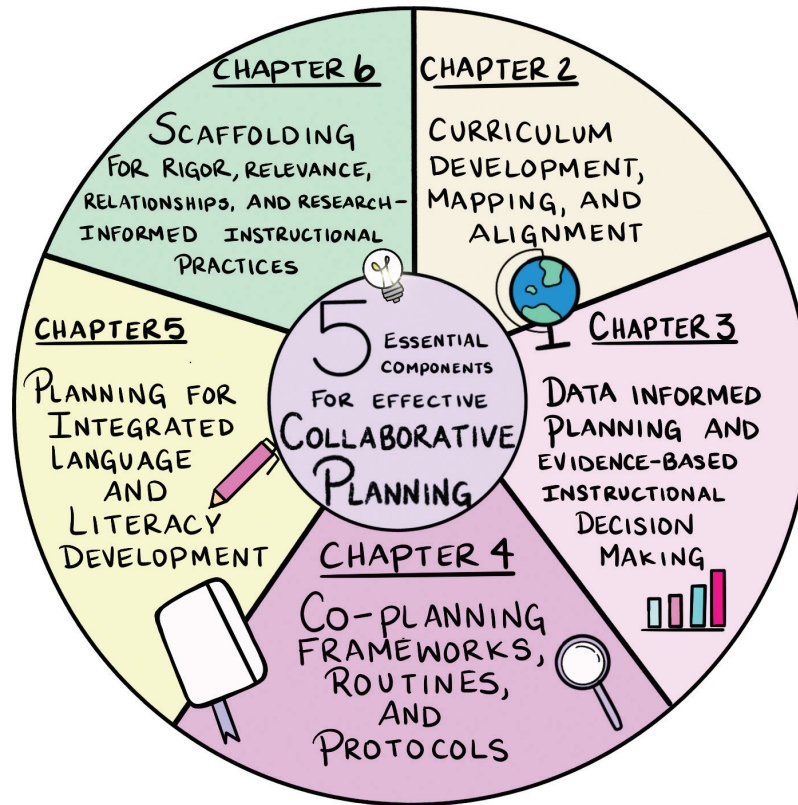
What Is in This Book?

Based on our over a decade-long research and several decades of practical experience related to teacher collaboration in support of ELs/MLs' content, language, and literacy development, we hope to make a compelling case why all teachers should engage in collaborative planning to support all students in their academic and linguistic growth. We also wish to share with you how to do it!

In the next five chapters, we describe five essential components (See Figure 1.4) for effective collaborative planning for the sake of ELs/MLs and other culturally and linguistically diverse (CLD) student populations as follows:

- Curriculum development, mapping, and alignment (Chapter 2)
- Data-informed planning and evidence-based instructional decision making (Chapter 3)
- Co-planning frameworks, routines, and protocols (Chapter 4)
- Planning for integrated language and literacy development (Chapter 5)
- Multidimensional scaffolding for rigor, relevance, relationships, and research-informed instructional practices (Chapter 6)

Figure 1.4 Five Essential Components of Collaborative Planning



Here is a brief summary of what each chapter will reveal:

Chapter 2: Curriculum Development, Mapping, and Alignment for Integrated Instruction

In this chapter, we explore the dimensions of an integrated curriculum—one that encompasses language and content standards, learning objectives, and assessment measures.

We distinguish between curriculum mapping (the goal of which is to engage in documenting the taught or planned curriculum utilizing backward and forward mapping) and curriculum alignment (the goal of which is to address the academic demand and linguistic demand of the core curriculum). In addition, we unpack curriculum design features that pay close attention to developing curricula with ELs/MLs in mind. In this way, we help our readers design culturally relevant and sustaining educational programs that integrate students' funds of knowledge, funds of identity, language proficiency levels as well as core content instruction in English language arts, mathematics, science, and/or social studies with explicit focus on English language development in classes that contain both emergent and fluent English-speaking students. We acknowledge the challenges of designing and implementing an integrated curriculum and offer practical suggestions on how to address them.

Chapter 3: Data-Informed Planning and Evidence-Based Instructional Decision Making

In this chapter, we recognize the role that careful analysis of formative and summative assessment data play in collaborative planning. We promote an asset-based philosophy to student assessment and data collection and offer clear guidance on how to collect and analyze meaningful data about student learning (related to both content attainment and language and literacy development) and plan instruction based on the information gained from the data.

We present learner portraits and review the five language proficiency levels as well as realistic expectations for each. We identify the roles and responsibilities of collaborating teachers and share tools for progress monitoring, formative assessment, summative assessment, and benchmarks that are meaningful, authentic, and yield valid and reliable information.

Chapter 4: Co-Planning Frameworks, Routines, and Protocols

In this chapter, we note that collaborative planning requires time commitment and careful design as well as agreed upon structures and routines, which create a strong basis for collaborative practices to yield desired outcomes. We support our readers to make decisions about planning language instruction through the use of pedagogical frameworks, some of which are tried-and-true models of instruction for ELs/MLs. We showcase collaborative routines for co-planning and instructional routines that supports the co-planning process. To accomplish this complex task, we invite our readers to apply multiple lenses (that is, cognitive, linguistic, and social-emotional) to their collaborative lesson planning. Planning protocols, templates, and tools will be included as well as tips for virtual planning.

Chapter 5: Planning for Integrated Language and Literacy Development

In this chapter, we present the power of collaborative work teachers engage in developing language- and literacy-rich learning opportunities and environments where core content and academic practices as well as students' social-emotional development are integrated with English language development. Later in the chapter, we narrow our focus on how to plan for academic language using a three-dimensional framework addressing collaborative planning for word-level, sentence-level, and discourse-level language development. Further, we examine planning for oracy and literacy across developmental levels and core content areas.

Chapter 6: Multidimensional Scaffolding: Rigor, Relevance, Relationships, and Research Informed (4 Rs)

In the final chapter, we offer several frameworks for collaborative planning, within the context of which scaffolding will be highlighted. The classic strategy of scaffolding is redefined and richly illustrated as we make a case for using four guiding

principles (rigor, relevance, relationships, and research-informed best practices) and provide guidance on how to select from nine types of scaffolds to be included in every lesson (instructional, linguistic, multi-modal, multi-sensory, digital, graphic, collaborative, social-emotional, and environmental).

STOP AND PROCESS



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Based on your professional knowledge and teaching experience, which of these statements are best aligned with your beliefs about and experiences with collaboration?

1. Teacher collaboration cannot be mandated, yet leadership support is essential to secure logistical support for it.
2. You can co-plan without co-teaching, but you cannot co-teach without co-planning.
3. The most frequently cited obstacle to teacher collaboration is time.
4. Collaborative planning can be successful as a grassroots effort: one teacher team can be a catalyst for change.
5. General education and ELD teachers are both responsible for content and language learning and benefit from sharing their expertise in co-planning.

How Is This Book Organized?

While every chapter follows a unique internal organization determined by the topic, there are some recurring features in each. We introduce each chapter with a sketch note by Claribel González to offer a visual overview of what is coming. At the beginning of each chapter, we “Zoom In” on a scenario involving a student and present a short vignette that depicts the topic of the chapter from the student’s perspective—what the student does and experiences when the ideas presented in the chapter are enacted. After zooming in, we “Zoom Out” to analyze what was happening in the vignette from a bird’s eye view or in the larger context and why it matters. Topic exploration comes next, with a structure and headings unique to each chapter.

Some recurring features in each chapter are as follows:

- **Chapter opening quotes from educators around the United States and beyond** to set the tone for each chapter.
- **What Research Says** is peppered throughout the chapters to provide brief, seminal or current information in support of specific ideas and practices.
- **Sound Bites** are brief quotes with thought-provoking questions that serve as food for thought as well as possible sounding boards for professional dialogue.

- **Summary tables and sketch note diagrams** offer step-by-step suggestions on getting started and sustaining each of the five components for effective collaborative planning.
- **Stop and Process** statements invite you to consider your own beliefs, prior knowledge, and experiences regarding the topic of the chapter.
- **Pause for a Moment** inserts ask you to do just that . . . pause and consider a reflective question that is being discussed in the chapter.
- **Snapshots From the Field** reveal promising practices and authentic examples from around the United States and beyond.
- **The Tools of the Trade** present ideas for technology tools and/or digital or print-based resources that are relevant to the chapter topic.
- **Celebrations** furnish evidence of successful collaborative planning by showcasing the authentic achievements of collaborative teams from around the United States and beyond.
- **Collaborative Reflection Questions** are suitable for individual learning or collaborative book studies.
- **End-of-chapter QR codes** reveal interviews with us, the authors of the book, in which we provide answers to frequently asked questions about collaborative planning.
- **Collaborative Action Steps** end each chapter with some guidance for implementation.

Pause for a moment and jot down what positive experiences you have already had with co-planning. What evidence do you have from your own practice or from the professional literature in support of collaborative planning?



Where Is the Evidence for Collaborative Planning?

We emphasize the value of collaborative planning and support our claims with research coming from Leana's (2011), Hargreaves and Fullan's (2012), and Hattie's (2015, 2018) work on (a) human capital and social capital, (b) professional capital,

(c) collaborative expertise, and (d) collective teacher efficacy. We are inspired by Fullan and Quinn (2016), who suggest that “deep collaborative experiences that are tied to daily work, spent designing and assessing learning, and built on teacher choice and input can dramatically energize teachers and increase results” (p. 63). We position co-planning within the integrated, collaborative instructional cycle and affirm that collaborative planning ensures clarity, curricular continuity, and pedagogically sound program design and instructional implementation for culturally and linguistically diverse students. The most compelling evidence in support of teacher collaboration has emerged from Hattie’s work (2018), who has documented a groundbreaking discovery of the importance of collaborative expertise as well as recognized the power of collective efficacy. He also claims that the greatest barrier to students’ academic achievement is within-school variability. For this reason, meaningful teacher collaboration—sharing successful instructional strategies, examining student data, and reflecting on effective teaching practices, and so on—must be prioritized. When teachers collaborate and form high functioning teams, the whole is greater than the sum of its parts, and their collective efficacy—their belief in their collaborative effectiveness—is increased (Donohoo et al., 2018). Donohoo (2017) concluded that certain enabling conditions contribute to higher collective teacher efficacy. When transferred to the context of working with multilingual learners, teachers’ collective efficacy indicates the shared belief—a new frame of reference—that together they can achieve success with ELs/MLs. This belief is exemplified by so many teacher teams we have worked with across the United States and internationally, one of which is the Ready Set Coteach team, John Cox, Ashley Blackley, and Allyson Caudill, all NBCT educators featured in Figure 1.5. Each grade-level co-teaching partnership (Allyson and John—third grade, and Allyson and Ashley—second grade) co-plans at least once a week, and they collaborate as a triad at least once per month to vertically align their curriculum and instruction. Co-planning how they integrate language and content promotes shared ownership of lessons as well as allows them to reach all students.

Figure 1.5 The “Ready Set Coteach” Team of the Wake County Public School System Collaboratively Planning



What Research Says

There is growing research-based evidence (Dove & Honigsfeld, 2014; Greenberg Motamedi et al., 2019; Honigsfeld & Dove, 2017; Peercy et al., 2017), practitioner-documentation (Foltos, 2018; Norton, 2016), and state and local policy initiatives (DESE, 2019; NYSED, 2018) to support teacher collaboration and integrated services for ELs/MLs. We have found four major themes emerging from the research:

1. Teacher learning and capacity building (such as the body of work developed by Martin-Beltrán & Madigan Peercy, 2014; and others)
2. Teacher relationship and trust building (Honigsfeld & Dove, 2017; Pawan & Ortloff, 2011)
3. Shifts in instructional practices and role definition due to collaborative and co-teaching approaches to serving ELs/MLs (Davison, 2006; Martin-Beltrán & Madigan Peercy, 2012; Peercy et al., 2017)
4. Equity in education and culturally responsive teaching (Compton, 2018; Scanlan et al., 2012; Theoharis & O'Toole, 2011)

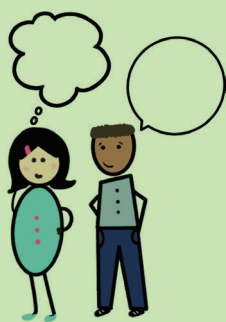
While research on teacher collaboration and co-teaching is expanding (Kuusisaari, 2014), “the long-standing culture of teacher isolation and individualism, together with teachers’ preference to preserve their individual autonomy, may hinder deep-level collaboration to occur” (Vangrieken et al., 2015, p. 36).

Words of Caution

Our decade-long work with collaborative teams (as well as our own on-going collaboration) taught us to avoid painting a rosy picture here; instead, we must acknowledge the challenges as well as the complexities of bringing differences of personal and professional knowledge and opinions together during the collaborative process. Avila (2015) also cautions that “respectfully working through places of discomfort and congeniality can lead to a rich weaving of expertise and experiences from each teacher that ultimately benefit our ELLs. . . . [And] teachers of ELL students must accept and create a complex view of collaboration, one that includes space for disagreement and difference” (p. 39). Let’s be mindful of who is included and who is excluded from collaborative planning opportunities. Let’s go beyond classroom teachers and ELD teachers forming teams and working in collaboration to co-plan instruction and consider all other key contributors to a child’s language, literacy, academic, and social-emotional development. Is there space created for building collaborative expertise among social workers, guidance counselors, literacy specialists, librarians, special subject teachers, teaching assistants, and so on?

Collaborative planning thrives when differences in professional experience and expertise are honored and disagreements turn into dynamic, constructive discussions around not just what works best but what works best for whom, when, and why? There is no easy answer, no cookie cutter response, or silver bullet. The magic is in the hard work of building professional relationships and collaborating with intention, integrity, and within the realm of research-informed practices.

COLLABORATIVE REFLECTION QUESTIONS



1. Assess your current workplace practice with teacher collaboration. Which collaborative activities do most teachers participate in? Who is most often included or excluded from collaborative conversations?
2. What structures and resources are already in place to support collaborative planning in your school? What structures and resources need to be developed or acquired?
3. What successes have you experienced with collaborative planning? What do you see as the main challenges?
4. What are the general concerns teachers have about collaborative planning? How comfortable are teachers with sharing their ideas or misgivings?
5. To what degree do you think consistent collaborative planning is possible? What types of collaboration are needed between teachers and administrators to foster the practice?



Watch Andrea and Maria discussing some highlights of Chapter 1. In what ways do you think this book is going to meet your professional learning needs? What questions are going on in your mind as you begin this exploration with us?

COLLABORATIVE ACTION STEPS

Consider the overarching goal of the book and your own goals as you embark on this journey with us.

1. Develop a set of questions that you hope the book will answer.
2. Identify your own and your colleagues' learning needs.
3. Set short-term and long-term learning goals related to collaborative planning for ELs/MLs.



