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Illustrations by Claribel González

CO-planning

5 Essential Practices

to Integrate Curriculum and Instruction for English Learners

CORWIN

Thank you

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Please enjoy this complimentary excerpt from *Co-Planning* by Andrea Honigsfeld and Maria G. Dove.

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Figure 3.17   Meeting Wise Protocol Translated to Collaborative Planning for ELLs

STEP 1: ORGANIZE FOR COLLABORATIVE WORK.

PURPOSE OF THIS STEP: Establish structures and teams.

How to Connect It to Collaborative Planning for ELLs

- Identify co-teaching teams of teachers, English as an additional language (EAL) specialists, and teaching assistants to build their capacity to work together to support ELLs.
- Make time for collaborative inquiry work at least 2 hours per month.
- Define roles for each member in terms of how they will integrate their inquiry work to plan support ELLs; use a protocol to acknowledge work style preferences.
- Co-teaching teams
  - Are coached to follow effective and structured meetings
  - Agree and know the norms for collaborative inquiry work and agree on the following: (1) using strategies to make colleagues accountable for following norms, (2) monitor norms on a regular basis, and (3) revisit and revise
  - Practice the ACE Habits of Mind
- The revised mission of the Data Wise Project states: "to support schools and systems in collaborative data inquiry leading to equitable and excellent outcomes for all children" (Harvard GSE, 2020, para. 4).
- Therefore, teams are expected to engage in activities that are related to equity so they can be prepared to fully engage in the improvement process.
- Specifically, educators take stock of how their own beliefs and assumptions impact their current experience and reduce their assumptions and biases about ELLs and colleagues that are different from them.
- Co-teacher teams share their WHYs.

STEP 2: BUILD ASSESSMENT LITERACY.

PURPOSE OF THIS STEP: Increase comfort with data.

How to Connect It to Collaborative Planning for ELLs

- Co-teaching teams
  - Review and discuss literacy skills students need to master
  - Study how results are reported (e.g. MAP, WIDA, SAT)
  - Learn principles of responsible data use and use a common language when discussing the inferences that can be made from different assessments. This knowledge will also be applied in Step 7 (Plan to assess progress) and in the design of assessments to measure student progress.
- Educators consider how assessments (e.g. MAP) are used to privilege ELLs with a better language proficiency.

STEP 3: CREATE DATA OVERVIEW.

PURPOSE OF THIS STEP: Identify a priority question.

How to Connect It to Collaborative Planning for ELLs

- The leadership team narrows the scope of inquiry by identifying a focus area that best serves all their ELL students.
- The data overview tells the story of our student body as Chinese nationals in an immersion schools and considers their language proficiency.

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- The priority question is identified by all staff members of co-teaching teams, including EAL specialists and Chinese teaching assistants.
- Educators disaggregate data by different student subgroups according their language proficiency.
- Educators discuss whose stories are told and not told as part of reviewing the charts.
- Connect back to the shared WHY (Step 1).

STEP 4: CREATE DATA OVERVIEW.

PURPOSE OF THIS STEP: Identify a priority question.

How to Connect It to Collaborative Planning for ELLs

- All members of the co-teaching team collaboratively select and examine a wide range of student data that is connected to the priority question identified in Step 3.
- Norms and protocols ensure that all team members contribute to the conversation in order to identify a learner-centered problem.
- Educators
  - Are aware of the assumptions they make about which students can meet standards
  - Identify the students that struggle the most and identify their strengths
  - Do not blame students and/or their families for poor student performance
  - Engage students in reflecting on their own learning
- Co-teaching teams collaborate with counselors if consider reviewing non-academic data.

STEP 5: CREATE DATA OVERVIEW.

PURPOSE OF THIS STEP: Identify a priority question.

How to Connect It to Collaborative Planning for ELLs

- Co-teaching teams
  - Collaboratively look at teacher-generated materials/resources
  - Observe teaching and learning in their classrooms
  - Understand that classroom observation is non-evaluative, cultivate norms, and use protocols to guide their process and conversations
  - Collaboratively look at instructional data to identify a problem of practice
- Educators
  - Discuss their vision for what equitable instruction should look like in classrooms
  - Discuss what patterns they see in how teachers interact with different students
  - Review how classroom resources align with all students' language proficiencies
  - Practice a growth mindset to avoid putting themselves on the defensive

STEP 6: DEVELOP AN ACTION PLAN.

PURPOSE OF THIS STEP: Create an action plan.

How to Connect It to Collaborative Planning for ELLs

- Co-teaching teams
  - Collaboratively select a research-based instructional strategy for addressing the problem of practice in teaching ALL ELLs
  - Collaboratively select indicators to describe how the instructional strategy will look in the classroom
  - Write an action plan that will include the list of tasks to be done, who will be responsible for each task, and by when they will be completed

- The strategies chosen
  - o Take into consideration ALL ELLs
  - o Include differentiation of students according to their different language proficiencies
  - o Include actions such as giving more opportunities to demonstrate success and providing more individualized attention

STEP 7: PLAN TO ASSESS PROGRESS.

PURPOSE OF THIS STEP: Create a plan to assess progress.

How to Connect It to Collaborative Planning for ELLs

- Co-teaching teams consider multiple sources of data to measure student progress.

- Co-teaching teams specifically include student feedback as one of the sources of data.

- Educators plan to support students by assessing their own learning.

- Co-teaching teams plan to disaggregate data by students' subgroups.

- The assessment plan includes the following:
  - o When each type of assessment data will be collected
  - o Who will be responsible for collecting and keeping track of the data
  - o How the data will be shared among faculty and administration
  - o The goals for student improvement and proficiency

- Planning to assess progress includes the following:
  - o **Short-term:** Collect data at regular intervals (e.g., students' classwork, students' reflections, classroom observation, conferences with students, focus groups, surveys)
  - o **Medium-term:** Collect data several times over the year (e.g., open-ended assessments and rubrics)
  - o **Long-term:** Collect once or twice a year (e.g., MAP, WIDA, AP, SAT)

- Co-teaching teams should plan their assessments in a way that they measure the same skills, be consistent from one version to the next, and administered under standardized conditions.

- Educators agree collectively on test-administration procedures, and a consistent scoring system must be established.

- Educators calibrate teachers' scoring.

STEP 8: ACT AND ASSESS.

PURPOSE OF THIS STEP: Document improvements in teaching and learning and adjust as needed.

How to Connect It to Collaborative Planning for ELLs

- Co-teaching teams
  - o Implement the action plan providing all students with the resources and support they need to succeed
  - o Collaboratively assess their action plan in practice and reflect on how the team exhibited equitable practices
  - o Collaboratively assess student learning and analyze whether their work has led to equitable outcomes

- Educators
  - o Reflect on how external factors can affect performances of students
  - o Adjust the action plan, if needed, based on evidence
  - o Reflect on the extent to which the process addresses the shared WHY (Step 1)

- Teams celebrate success and document the journey.

Template adapted from Oberman and Boudett (2015)

The success story of NCPA continues to today! Many other schools we supported have similar successes with integrating collaborative planning with intentional planning and data-informed and evidence-based collaborative explorations. We hope that this chapter offered a multidimensional portrait of how collaborative assessment and planning fit together.

COLLABORATIVE REFLECTION QUESTIONS
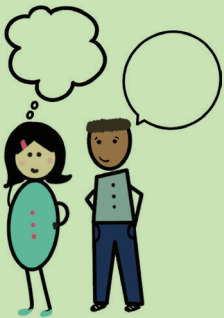
1. Christina Torres (2019) reminds us that we can view assessment as an act of love. She reflects on her practice when she suggests that "data and assessments don't need to be cold-hearted tools that reduce my students to weaknesses and numbers. Instead, they can be another way I build deeper and more loving connections with students" (para. 8). How do your experiences with assessment relate to this claim? Is assessment an act of love in your context? Why or why not? How may assessing and giving feedback on language and literacy development become a sign of love?

2. How might collaborative teams ensure that the collection and analysis of language and content assessment data receive the time and attention they deserve? How might teams devise structures or routines to support regular collection of data and collaborative discourse that informs the planning and instruction and of ELs/MLs?

3. What are the greatest obstacles in the collection and collaborative analysis of assessment data? How might these challenges be resolved? What tools might be in place to support the organization and analysis of assessment data?

4. In the chapter, we presented numerous research-informed principles and practices. How do you apply them to your own context? What is the role of formative assessment data in your collaborative planning? How does collaborative planning help you determine what language, literacy, and academic learning outcomes are expected? How do you design formative assessment practices and ensure all students get the feedback they need?

5. In her recent publication, Gottlieb (2021) suggests that collaborative planning and shared use of assessment data should not be just the teachers' responsibility; teachers can and should co-plan with their students, too:

   It begins with co-planning when teachers and students co-construct learning goals and targets from language and content standards to match their essential questions. They then set criteria for success for those goals that are illustrated by models or examples of exemplary student work. Classroom assessment, an ongoing activity, is marked by interaction among students as well as between teachers and students with frequent actionable feedback to improve teaching and learning. (p. 181)

In what ways can you expand your collaborative assessment and planning practices to more fully include your students?