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Collaboration and Co-Teaching for Dual Language
Learners.

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“Dual language education for multilingualism is the tool for social and educational transformation.”

—Wayne Thomas and Virginia Collier

Did you know . . . ?

- There are over 350 named languages and dialects spoken in the United States.
- Almost one-quarter of U.S. children speak a language other than English at home.
- Nearly one-third of children under the age of 8 have at least one parent who speaks a language other than English at home.
- More than 10% of school-age children (about 5 million) are classified as English learners (a large percentage of whom are U.S. citizens, born in the United States).
- There are over 3,600 dual language programs across the United States (American Councils Research Center, 2021).
- The five states with the most dual language programs (over 200) are California, Texas, New York, Utah, and North Carolina.
- The top five languages in dual language instruction are Spanish, Chinese, French, Japanese, and German (closely followed by Portuguese, Hawaiian, and Korean).
- The Seal of Biliteracy is approved in 48 U.S. states.
- Multilingualism, as well as bilingualism, has significant academic, cognitive, economic, and sociocultural benefits (National Clearinghouse for English Language Acquisition, 2022).
- Students participating in dual language education, of all the program models that support language development, consistently outperform others academically.
- Multilingualism is the norm in much of the world.
- It is never too late to learn a new language.
- The most important instructional strategy for dual language learning requires students to collaborate and co-create knowledge.
- Multilingual people demonstrate increased creativity and problem-solving skills (Thomas & Collier, 2017).
- With collaboration and shared leadership, dual language programs can eliminate the need for pullout programs.

What Is Dual Language Education?

Much has been written, explored, and even debated about bilingualism and bilingual education. More specifically, there is an emerging body of research and practitioner-oriented work about dual language education and its benefits for all students. There is much less practical guidance, however, on how to infuse and sustain teacher collaboration in dual language programs. Before we offer opportunities to fill that gap in this book, let's explore a few basics.

Simply stated, dual language education is defined as programs that teach content and literacy in two languages. We begin by acknowledging there are many operational definitions of dual language education in the field. For the purposes of this book, we recognize that two-way dual language programs typically serve students from two different linguistic groups or backgrounds whereas one-way programs typically serve students from a more similar linguistic group. In dual language programs, the students participate in at least half of the instructional day in their home or primary language and the remainder of the instructional day in the program's partner language. Depending on the program's time allotments, the percentages of home/primary and partner language instruction will vary. For example, in a 90/10 program, a greater percentage of the instruction is in the program language other than English, and instruction shifts over time until reaching the minimum of 50/50 in both program languages.

Inclusive of the varying time allotment options, all dual language program types have key aspects that unify the program structure. According to the *Guiding Principles of Dual Language Education* (Howard et al., 2018),

dual language refers to any program that provides literacy and content instruction to all students through two languages and that promotes bilingualism and biliteracy, grade-level academic achievement, and sociocultural competence—a term encompassing identity development, cross-cultural competence, and multicultural appreciation—for all students. Dual language programs can be either one-way or two-way depending on the student population. (p. 3)

To look a bit further—and to disrupt some common myths about dual language development and dual language instruction (Espinosa, 2013)—we offer a few additional key points about what dual language *is* and what it *is not*:

- Dual language *is* a way to promote multilingualism via content-based instruction in two languages.
- Dual language *is* for everyone in K–12 education—and beyond!
- Dual language *is* a way to advance language education.
- Dual language *is* a way to design, deliver, and assess intuitive learning across languages.

- Dual language *is* a program of acceleration.
- Dual language *is* dynamic and increases learners' cognition and metacognition.
- Dual language *is not* just for students in early grades.
- Dual language *is not* a way to promote English while learners transition away from multilingual development.
- Dual language *is not* an enrichment or gifted program for specially selected students.
- Dual language *is not* going to confuse learners, nor will it delay language development for participants.
- Dual language *is not* off-limits for students with special needs who also participate in special education programs of service.
- Dual language *is not* the same as parallel monolingual development in two languages.

A Note on Terminology

Along with so many other researchers and practitioners, we have encountered challenges when finding and using consistent terminology. “Two-way bilingual models are no different, alternatively termed two-way or dual language immersion (recalling their roots in Canadian immersion models), dual language education, two-way dual language education, two-way bilingual education, and two-way dual language bilingual education” (Hamman-Ortiz & Palmer, 2020). We wish to recognize that our readers might be using a range of different terminology. It is beyond the scope of this book to address the complex and occasionally conflicting ways dual language programs are designed, implemented, and labeled. Our goal is to acknowledge the rich diversity within the field, the well-established seminal research, and emerging ways in which dual language programs are shaping multilingualism. We use the term *dual language education* as an umbrella approach, a canopy for varying program structures. Take a moment and consider the terminology you are most familiar with when it comes to dual language program models, types, languages, and time allotments, as well as the students being served. Make a mental note of your thoughts as you continue to read the chapters.

In this book, we will refer to dual language programs that have the primary goal of fully developing students' academic and linguistic competence in two languages, whether the programs are one-way, two-way, or other program designs. We refer to the participating dual language teachers as partner teachers and their students as multilingual learners. Our goal with this type of inclusive terminology is to place an extraordinary emphasis on students' development of complex, positive academic, linguistic, and sociocultural identities. We showcase them as

members of multilingual learning spaces that are jointly supported by multiple educators. At the same time, we have offered flexibility to the educators who contributed their unique examples to the book to use the terminology that best fits their own contexts.

Here are some key terms you will see throughout the chapters and a brief explanation of how we use them. We invite you to make connections to these terms as they are used in your settings, either in the same ways or with some variations.

Dual language learners and *multilingual learners*: We refer to the students enrolled in dual language programs as dual language learners and multilingual learners. Some students may be those who were referred to the program as English learners. Others may be those named as English speakers. We recognize that dual language education programs are expanding and nomenclature patterns are shifting, and as such we embrace all students' cultural and linguistic richness. Dual language programs may include learners who are becoming bilingual, those who are becoming multilingual, and those with multiple home languages, both named and unnamed.

Program languages and *partner languages*: Given the tremendous diversity in dual language programs, we refer to the two languages in the programs as either program languages or partner languages. In the U.S. context, English is most often one of the two program languages, partnered with another. We recognize, however, that in some cases English is not one of the two program languages. For example, Spanish may be partnered with an Indigenous language. In all cases, the dual language program languages must partner together.

Home language: We use this term to refer to the languages students experience and practice in their homes and communities outside of the traditional school setting. Some of these languages are named while others are not. We honor the richness and multidimensional aspects of all the home languages within dual language programs and advocate for their recognition as a critical part of multilingual engagement. When multilingual learners are afforded equitable opportunities to use what they already know from their home and community lives, they are better supported to embrace and build upon their linguistic identities.

English learner (EL), *English language development (ELD)*, and *English as a second language (ESL) teachers and specialists*: We recognize and experience the varying terms in place with program teachers and specialists, in our work and yours. In some states, multilingual learners participate in programs with an EL teacher/specialist. In other states, similar programs are labeled ELD programs with ELD teachers/specialists. You may also know of states where the teachers are referred to as ESL program teachers/specialists. In any case, you will find these acronyms throughout the chapters and vignettes based on the teachers' narration contexts.

We must also recognize that there are numerous program models that support students' language and literacy development and how dual language programs fit in

the larger context of language education. Figure 1.1 offers a summary of the major programs that support language and literacy development. Notice how dual language instruction is uniquely positioned to support all students and help develop academic and linguistic competencies in two languages.

Figure 1.1 Programs Supporting Language and Literacy Development

PROGRAMS	TARGET STUDENT POPULATION	PROGRAM GOALS	DESCRIPTION
Stand-alone English language development (ELD) programs	English learners (ELs), multilingual learners (MLs)	To develop English language proficiency	Classes may be organized according to ELs'/MLs' level of language proficiency or grade level. Instruction may or may not contain academic content similar to students' grade level.
Integrated ELD programs	ELs/MLs	To develop English language proficiency while also learning grade-level content	Student populations are integrated. Student support services are integrated. Classes may be co-taught or instructed by a dually certified/endorsed teacher of ELs/MLs.
Transitional bilingual education (TBE) programs	ELs/MLs	To develop academic skills in students' primary language while developing language, literacy, and academic skills in English	Student population is segregated (only ELs/MLs who speak the same primary language). TBE facilitates the transition of ELs/MLs to an all-English, monolingual instructional program, in both early and late exit structures.
Two-way dual language programs	All students (i.e., close-to-equal numbers of students who are monolingual/dominant in either of the program languages)	To develop grade-level academic skills and sociocultural competence through two languages	Literacy and content instruction is provided to all students through two languages while bilingualism and biliteracy, grade-level academic achievement, and sociocultural competence are also promoted.

PROGRAMS	TARGET STUDENT POPULATION	PROGRAM GOALS	DESCRIPTION
One-way dual language programs	Linguistically homogeneous groups of students	To develop grade-level academic skills and sociocultural competence through two languages	Students come from the same primary or home language/background and then have the opportunity to become bilingual or multilingual. One-way programs have the same goals as two-way programs while maximizing the number of ELs/MLs who participate in the program as a matter of equity and access to grade-level content/curriculum. One-way programs aim to replace the other programs of service for ELs/MLs.
Heritage language programs	Heritage language speakers (those with some language skills and/or a cultural connection to the language through family, community, or country of origin, including Indigenous peoples)	To develop language and academic skills in the home/heritage language	Heritage programs include any language development program designed to address the needs of heritage language learners/speakers at any level or setting, including community-based, K–12, and higher education. These programs allow learners to build/strengthen skills and make various connections they may have in the heritage language.
World language immersion programs	All students	To acquire complex language and literacy skills in the target language	Programs are predominantly directed toward elementary/K–8 students and are content-based.
World language programs	All students	To acquire foundational language and literacy skills in the target language	Programs predominantly serve secondary students.

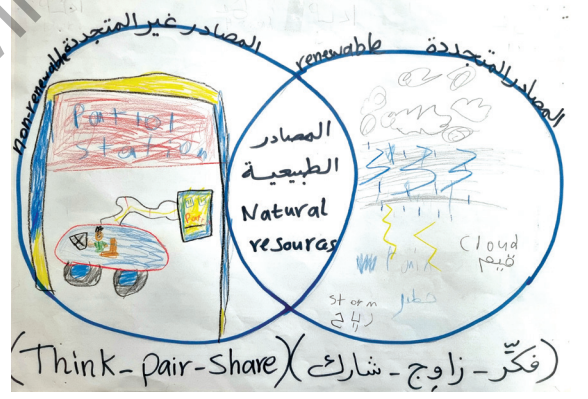
As we embrace, honor, and cherish the notion that transformations in dual language education include equitable access to programs for all students, with the various program options captured in Figure 1.2, we present this mosaic of languages and cultural assets in dual language.

Figure 1.2 A Multitude of Languages Represented in Dual Language



Dialogue	Diálogo
What it is: A character talking.	Qué es: Un personaje hablando
What it looks like: "Hello," said Susi.	Cómo se ve: -Hola- dijo Susi.
Why it is important: Brings a character to life!	Porque es importante: ¡Darle vida a un personaje
How to use it: <ul style="list-style-type: none"> To show a characters exact words. Balanced with action and description. 	Cómo se usa: <ul style="list-style-type: none"> Para mostrar las palabras exactas de un personaje. Balanced con acción y descripción.
Ways to express dialogue: <ul style="list-style-type: none"> said yelled whispered asked shouted 	Maneras de expresar diálogo: <ul style="list-style-type: none"> dijo grito su susuró preguntó chilló

Traits Specific Comments: アイデア Grades 3-6			
Key Qualities	Teach	Prompt	Reinforce and Extend
Finding a topic トピックを探す	Model brainstorming a topic. Say, "私がどうやってトピックを選んで、最初のストーリーライン(構想、筋書き)を詳しく広げるか/作るかを見て、プレーストリーミングリストを見て、実行してみましょう。"	<ul style="list-style-type: none"> 「このトピックについて、サポートできる詳しい内容をよく知っていますか。どこでもっと情報を集めることができますか。」 「アイデアを膨らませるために、何をすれば良いと思いますか。」 	「トピック/ストーリーライン(構想、筋書き)は、わかりやすく、クリエイティブで印象的です。作品をさらに発展させ、読者に興味をもってもらうために、「___」についてもう少し詳しい内容を書き足しましょう。」
Focusing the topic トピックに焦点を合わせる	Say, 「作品を書くときは、トピックを絞ってストーリーライン(構想、筋書き)をもつ必要があります。___があなたの中心のアイデアですね。読者が読んでいて分かりやすいように、トピック/詳しい内容に焦点を合わせましょう。」	<ul style="list-style-type: none"> 「詳しい内容は、中心のアイデアをサポートしていますか。」 「___(登場人物、場所、出来事等)についての詳しい内容は、プロットに必要ですか。」 	「上りにトピックを絞りましたね。今度は、読者に中心のアイデアにもっと興味をもってもらうために、さらに詳しい内容を書き足しましょう。」 「プロット(構想、筋書き)について大切な詳しい内容を教えてください。今度は、もっと登場人物について教えてください。」
Developing the topic トピックを発展させる	Model adding interesting facts/details about your topic. Say, 「読者に作品をわかってもらうために、読者が知る必要のある___(主なトピック、中心のアイデア、登場人物、出来事)について面白い事実や詳しい内容を書き足しましょう。」	<ul style="list-style-type: none"> 「___(例: 主なトピック、中心のアイデア、登場人物、出来事)をサポートするために、どんな詳しい内容を書き足すことができますか。それは、読み手に明確に伝わりますか。」 	「どんな情報や詳しい内容は、登場人物について、あなたの___(例: 主なトピック、中心のアイデア、登場人物、出来事)をサポートしていますか。作品をさらに発展させるために、___(キャラクター、説明、文、意味、事実等)を書き足しましょう。」
Using details 詳しい内容を書く	Say, 「___(例: 主なトピック、中心のアイデア、登場人物、出来事)について説明するのではなく、詳しい内容を書き足しましょう。自分たちの感覚を使って、読者のために文章を書いていきましょう。」	<ul style="list-style-type: none"> 「トピックについてどんな詳しい内容を書いたか。」 「詳しい内容は、トピックや出来事について具体的なトピックや話について、さらに詳しい内容を入れることができますか。」 	「読者の作品は興味深くて、私の部分に興味を持って読んでくれることを楽しみにしています。」 「___(例: 主なトピック、中心のアイデア、登場人物、出来事)について、さらに詳しい内容を書き足しましょう。」



English Shared Reading	Chinese Shared Reading	English Guided Reading	Chinese Guided Reading	Written Response to Text/Independent Application
From Whole Group and Small Group Learning <ul style="list-style-type: none"> Freedom of the Press? (Informational Article) TM pg. 258 Barrington Irving, Pilot and Educator (Magazine Article) TM pg. 265 Words Do Not Pay (Speech) TM pg. 307 The Moth Presents: Alesza Kazmi (Media) TM pg. 325 From Independent Learning (available online only) <ul style="list-style-type: none"> The Unknown Citizen (Biography) TM pg. 332A from Through My Eyes (Memoir Excerpt) TM pg. 332B 	我的人生 我的选择 - 坚持梦想的李安 <ul style="list-style-type: none"> 气候变化 为什么有人依然否认? 	<ul style="list-style-type: none"> myRespectives Digital Library Additional Materials (see below) Magazines 	<ul style="list-style-type: none"> 一个最矮的篮球运动员 莱特兄弟的飞翔之梦 不要踢开绊倒你的黄金 挫折中也有机会 乌、兽和蝙蝠的故事 	<ul style="list-style-type: none"> ELA Curricular Resource Guide- Questions stems aligned to the primary and/or secondary standard PARCC- Consider question stems that are aligned to the standard listed above PLC Created Written Response Task

Image Sources: Rocio Hernandez, Sarah Olsen, Megan Hichwa, and Hamad Al Kurwai. Used with permission.

Why Dual Language?

For those of us who work in dual language education, this question has many answers, all of which connect to students' multilingual, multicultural development. Dual language educators across the United States and the world can easily describe, with great pride and joy, the rich and empowering environments in dual language schools. There are countless success stories where becoming multilingual transformed students' lives for the better. We feel certain you can relate to the sentiments. In addition to the linguistic, academic, and sociocultural benefits of dual language, there is research to support its role in creating equitable, effective schooling. Dual language programs are constructed to promote equity among all groups of learners and fundamentally serve to celebrate multilingualism, erasing the costly sacrifice of students' home language loss (Howard et al., 2018).

The seminal research of Virginia Collier and Wayne Thomas is a result of their combined professional and personal lives, dedicated to programmatic transformations in dual language education. Their numerous publications and presentations reveal statistical and real-world accounts of successful dual language programs with equity and equitable access to high-quality programs at the core of their work. These world-renowned scholars shared their voices with us in an interview, which we now share with you. We trust that their 40+ years of longitudinal research, inclusive of data analyses of over 8 million dual language learner outcomes in the United States (Collier & Thomas, 2007, 2009, 2018), will help motivate you to craft your own collaborative and equitable dual language experiences. In addition to their stateside research across the United States, they have worked internationally in countries such as Mexico, Canada, Scotland, and many others. The following is an excerpt from our interview:

We feel strongly that it's important to acknowledge that many immersion programs for English speakers initially had a homogeneous approach. Too often educators insisted on classes with the students all having the same language levels, and if the students didn't meet this standard, they weren't able to participate. In fact, some dual language/immersion programs have been and still are viewed as a program only for the elite. Students from diverse backgrounds have not always been welcomed. But we know, based on all our research, observations, thousands of school visits, and countless conversations with dual language educators, that heterogeneous groups are vital for multilingualism and enhanced learning.

English learners should be able to enroll at any grade level in dual language programs that teach the curriculum through their primary language and English. No more pullout for these students! And we need to avoid emphasizing low-level cognitive skills in classrooms. To address these issues, the teachers must collaborate in different and deeper ways. Heterogeneity in the classroom does powerful things for the kids to give them the skills they need to move forward to prepare for their future. Students need strong skills to work together collaboratively with other students who are very different from them, and dual language schooling is a powerful vehicle for developing these skills, thus transforming education and ultimately our society.

Why Collaboration?

Collaboration and co-teaching have been researched and practiced supporting learners of English as a foreign language (EFL), as well as a second or additional language (ESL or EAL), for over 20 years (see, for example, Dove & Honigsfeld, 2020b; Honigsfeld & Dove, 2012a; Nagle, 2013; Yoon, 2022; and the special issue of the *TESOL Journal* dedicated to collaboration and co-teaching [Honigsfeld & Dove, 2012b]). A considerable volume of research has focused on collaboration among general and special education teachers; similar attention to collaboration for the sake of English learners (ELs) and multilingual learners (MLs) is also expanding. Among others, Chris Davison (2006) extensively researched collaboration among EAL and content-area teachers with a special emphasis on the nature and challenges of developing collaborative and co-teaching relationships. She was the first to use the term *partnership teaching* (also commonly used in research and publications originating in the United Kingdom) and emphasized, “It builds on the concept of co-operative teaching by linking the work of two teachers, or indeed a whole department/year team or other partners, with plans for curriculum development and staff development across the school” (Davison, 2006, pp. 454–455).

There are 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 (Massachusetts Department of Elementary and Secondary Education, 2019; New York State Education Department, 2018) to support teacher collaboration and integrated co-teaching services for ELs and MLs. Similarly, collaboration within dual language inclusion programs is gaining attention. For example, Diane Baker and colleagues (2018) examined the common misconception that dual language programs are not well suited for students with disabilities, including those with autism. They emphasize that multilingual classrooms offer neurodivergent students integral and unique opportunities to practice linguistic repertoires while also building social relationships. With regard to inclusion practices in dual language education, their research tells us “the philosophy of inclusive education holds that all children—regardless of disability category or learning needs—should be fully accepted and should have the opportunity to participate in the entire range of public educational opportunities” (Baker et al., 2018, p. 175). Thomas and Collier (2017) also confirm that “if the dual language program is implemented effectively, English learners are no longer isolated from their classroom peers and pull-out instruction is not needed” (p. 24). Can you imagine the successes we could offer all students by increasing collaboration in dual language education?

Building on literature reviews and our own examination of the research, several major themes have emerged that indicate the positive impact of teacher collaboration and co-teaching on the following:

1. Teacher learning and capacity building (Martin-Beltrán & Madigan Peercy, 2014)
2. Teacher relationship building 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 and 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)
5. Teachers' professional lives through reduced professional and social isolation (Safir, 2017)
6. Programmatic cost-effectiveness (Thomas & Collier, 2017)
7. Combatting teacher shortage (Guerrero & Lachance, 2018)
8. The effectiveness of dual language education (Howard et al., 2018)

WHAT PRACTITIONERS SAY

Claribel González, the illustrator for our book, is a resource specialist for the Regional Bilingual Resource Network (RBERN) supporting bi/multilingual students in western New York. In addition to her artwork, she shares the following with us about her current role:

I have the privilege of working with dual language educators. We frequently engage in critical conversations surrounding best practices in dual language education by centering the pillars. Research has highlighted that bilingual individuals are not two monolinguals in one body. This begs the question: How do our pedagogies, perspectives, and assessments honor and reflect that? Our approaches must move beyond basic applications of translated monoglossic methods and ideologies. An integral component of amplifying our students' linguistic practices is to explore alongside them the dynamic ways they utilize their entire repertoires while simultaneously and strategically making space to question how linguistic hierarchies present themselves in and out of the classroom. As numbers of dual language programs continue to increase, we must engage and include all stakeholders in these conversations. Further, we must constantly reflect on our actions and ask: How do we continue to provide access and center the needs of the communities these programs were created for?

Keisha La Beach, language inclusion alliance coordinator, administrator, and coach at the International Education Training Center, also one of the founding faculty members of a dual language school in Shenzhen, China, recognizes the importance of teacher learning and capacity building. She shared the following with us:

Collaboration in the dual language setting where you have educators from a variety of cultural backgrounds and teacher training backgrounds must be supported. I think it's so important to have those beginning-of-year conversations.

(Continued)

(Continued)

Some might be slightly uncomfortable, but it could also be that unexpected connections will emerge and foster community. Some topics we always explore early in our grade-level and co-teaching team discussions include what we think is important for our students and what kind of climate we want to set in the classroom. As the year goes on, we further discuss what some of our strengths are and what areas we want to work on. Setting shared goals and sharing responsibility for the growth of all students help us to maintain a collaborative relationship.

How do you and your colleagues build a collaborative school culture? What is the role of school leaders?

Understanding the Collaborative Instructional Cycle

For teaching pairs, trios, or quads who are either co-teaching or partnership teaching (see Chapter 4) and collaborative teams who devise and implement instruction for dual language learners, we recommend that all members develop a clear understanding of the collaborative instructional cycle—co-planning, co-delivering instruction, co-assessing, and co-reflecting.

Co-planning is an essential activity; it provides teachers the opportunity to set general learning goals for students based on educational standards, to maintain continuity of instruction, to integrate curricula that include language and content objectives, to dialogue and discuss effective ways to differentiate instruction and assessment for students, and to co-create materials that give all students access to content while developing both their basic and disciplinary literacy. Without co-planning, there is no co-teaching or partnership teaching, the second element in the integrated instructional cycle. On the flip side, you do not have to co-deliver instruction and still can engage in co-planning.

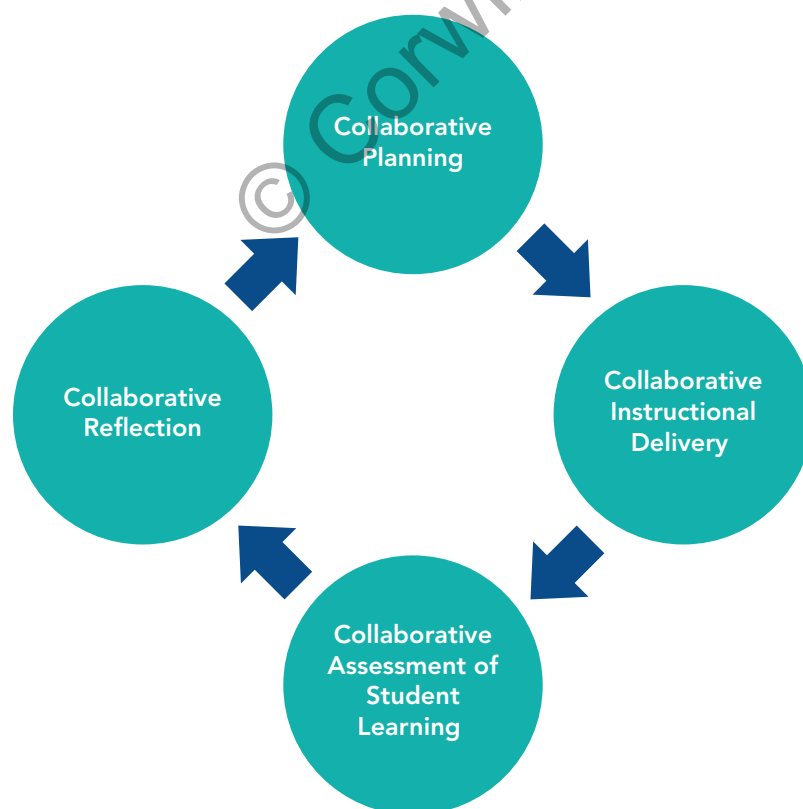
Co-delivering instruction may take various forms and involve a range of educators in the dual language context. Co-delivery requires coordinated purpose, equal teaching partnerships, and shared responsibilities for a class community of learners who are not separated for instruction by their labels. It involves the thoughtful grouping of students for learning, a clear understanding of one's roles and responsibilities during the co-taught lesson, and the coordination of teaching efforts. It challenges teachers to remain flexible, to be open to new ideas, and to trust one another.

Co-assessing provides teaching partners with opportunities to consider their students' individual strengths and needs by reviewing available student assessment data to

establish instructional goals and objectives. This practice allows teachers to decide the need to further build students' background knowledge or the requisite for re-teaching and review. Although the analysis of standardized assessment scores provides some information, in order for teaching teams to establish pertinent learning objectives the examination of additional data such as local school assessments, unit tests, writing samples, learning summaries, journal writing, student observations, and other formal and informal evaluations may best determine individual student needs and be used more effectively for planning follow-up and continued instruction.

Co-reflecting on educational practices has many aspects, and it frequently sets the parameters for the next collaborative instructional cycle. Reflection provides insight into whether strategies and resources used during lessons are affecting student learning and can be particularly useful when teaching teams want to hone their collaborative skills. Successful teaching partners often reflect on both their challenges and their successes to refine instruction. To this end, some co-teaching teams digitally record their teaching and analyze the videos to gain insight. Other teaching partners document their reflective discussions and identify next steps to meet the identified challenges. In addition to examining their teaching practices, collaborative teams reflect on their collaborative practices as well (see Figure 1.3).

Figure 1.3 The Collaborative Instructional Cycle



WHAT THE RESEARCH SAYS

As John Hattie (2015) reminds us,

collaboration is based on cooperativeness, learning from errors, seeking feedback about progress and enjoying venturing into the “pit of not knowing” together with expert help that provides safety nets and, ultimately, ways out of the pit. Creative collaboration involves bringing together two or more seemingly unrelated ideas, and this highlights again the importance of having safe and trusting places to explore ideas, to make and to learn from errors and to use expertise to maximize successful learning. (p. 27)

What does creative collaboration look like, feel like, and sound like in the dual language classroom?

Facts and Myths About Teacher Collaboration and Co-Teaching

If you are like most educators, you have had some experience with collaboration, and perhaps even with co-teaching. Consider the following statements and decide on your own—or in collaboration with your colleagues—whether you would consider them facts or myths:

- Teacher collaboration is costly.
- Teacher collaboration must be both a top-down and bottom-up process: It must be supported by leadership and fully committed to by teachers.
- Collaborating teachers must have a shared philosophy and common goals.
- Partner teachers or co-teachers must agree to use the same teaching styles.
- All teachers collaborating within a dual language program must be bilingual.
- Collaborating teachers always work with the same groups of students.
- Collaboration and co-planning is a lengthy process that can only be done in special circumstances.
- Collaboration is only for teachers who have the same number of years of experience.
- Collaboration includes shared responsibilities to promote teachers' and students' linguistic and cultural equity.

WHAT PRACTITIONERS SAY

Building on research and evidence-based practice, Francesco L. Fratto, director of world languages, language immersion, and English as a new language for Herricks Union Free School District in New Hyde Park, New York, and president of the New York State Association of World Language Administrators (NYSAWLA), has contributed to building and sustaining one of the most widely recognized and unique K–12 Spanish–English dual language programs in a predominantly Asian community with 70% Chinese speakers. The New York State Education Department (NYSED) is considering establishing this as a state-wide model for multilingual and global citizenship development (Tyrrell, 2021). Fratto shared with us that collaboration is at the core of the program’s success:

The success of our K–12 Spanish dual language immersion (DLI) program is due to teaming. Teams of teachers meet at every level to ensure that goals are established and a plan is in place to achieve them. Our secondary DLI model is no different! The social studies and world language departments collaborate and work closely with building administrators and the district office of human resources to ensure that we attract and hire candidates that meet our criteria. Professional development and instructional coaching are provided to teachers to help them understand how to balance content and language goals to ensure continued proficiency and content acquisition. Teachers are provided with release time to work together to reflect and adjust curriculum guides and create scaffolds so that we meet the needs of students. Our program would fail if we allowed ourselves to work in a silo.

What is your experience with working in silos? What are your own strategies to break down barriers?

Why This Book?

When implemented with intentionality, dual language works! Collaboration and co-teaching work! Let’s leverage both together to maximize multilingualism within content-based instruction. Why is this important? With the wide range of dual language programs serving ELs, combined with the national shortage of bilingual teachers (Center for Applied Linguistics [CAL], 2017), we note that program configurations often call for teacher collaboration in order to sustain and expand K–12 dual language education. This practitioner-oriented book will be closely aligned to the essential concepts and practices presented in *Co-Teaching for English Learners* (Dove & Honigsfeld, 2018) and will also address how dual language educators serving students in either one- or two-way programs can effectively design, deliver, and assess engaging instruction for multilingualism and multiliteracies. With this work, we will craft a much needed resource for educators in need of guidance on how to have collaborative support to facilitate key aspects of *collaborative approaches* while working with dual language learners.

More specifically, this book is designed to support dual language teachers to collaborate with each other and with other educators outside the dual language program who work with multilingual learners (going beyond due to rich variations in available dual

language program designs and structures). By addressing these concepts, we offer an expansion of viable options for schools, districts, and state education agencies to effectively support dual language education, especially in situations where administrative teams believe they are “locked in” with limited program configurations (there is a dramatic shortage of highly qualified bilingual teachers, and there is limited funding available for new program development). With this book, we aim to facilitate the process of getting started and/or becoming more effective and impactful with sustaining and expanding dual language programs through collaboration and collaborative teaching.

Why Now?

With the wide range of dual language programs serving ELs, combined with the national shortage of bilingual teachers (CAL, 2017), we note that program configurations often call for teacher collaboration to sustain and expand K–12 dual language education.

- We live in an era of momentum with the growth of dual language programs.
- There is a monumental shift in education reform recognizing the benefits of multilingualism.
- There is a continued need to interrupt English-only efforts in serving the immigrant population (as well as children of immigrants).
- Teacher collaboration and collegial support have become lifelines during the COVID-19 pandemic.
- Collective teacher efficacy and collaborative teacher expertise have been recognized as strong indicators of student success (Donohoo, 2017; Visual Learning, 2018).
- The more we collaborate, the more we can work together to strategically build middle and secondary programs.
- From the Indigenous languages viewpoint, we take the stance that many languages, both named and unnamed, are in danger of permanent disappearance and must be protected through language revitalization and reclamation programs.

The Urgency of Dual Language Education

We mention heritage programs in Figure 1.1. We want to acknowledge that some heritage programs, along with some other types of dual language programs, are intensely focused on Indigenous language preservation, revitalization, and reclamation. An example we showcase comes from the Eastern Band of Cherokee Indians (EBCI) in western North Carolina where, tragically, the language has been categorized as a critical language in grave danger of extinction. Hartwell Francis (Unega Tsisdu), curriculum director for the New Kituwah Academy, and his colleagues and EBCI community are diligently working to avoid further language loss. The collective

commitments include creating pathways for collaborative teaching and learning experiences. Francis (Unega Tsisdu) leads endeavors whereby Elder Speakers, pre-K–6 classroom teachers, classroom language aides, and community members work together for the revitalization and preservation of the language and traditions, strengthening the EBCI communities. The collaborative planning, teaching, assessment, and reflection for units of instruction anchor the community’s Elder Speakers in the heart of language learning. The approach is vital given that the Elders are regarded as central participants in classroom lessons, valued as precious assets for the school and the community. When asked about the importance of collaboration for the success of the program, Francis (Unega Tsisdu) shared:

We must include the classroom, grade-level teachers in our collaboration processes for language teaching and learning. They are the direct source of the Cherokee language for our learners, and we have to ensure they have the tools and resources they need to communicate well and promote Cherokee language development. When they work closely to review the language development units of instruction, it helps them tie the information to content and determine which curricular materials will support the development of both language and content.

Inspired by discussion-based communication traditions of Cherokee speakers Sami Chen and Gilliam Jackson, Francis (Unega Tsisdu) worked collaboratively to create Figure 1.4 as one of the thousands of authentic examples of visual and linguistic supports the school and the community have created for collaborative use with Cherokee language development. Figure 1.4 is also significant in that it represents the richness, depth, and complexities of the Cherokee language as it indicates the *five objects categories* that shape verb usage: solid, long/rigid (L/R), flexible, animate, and liquid.

Figure 1.4 The Five Objects Categories in Cherokee (Tsalagi gv’di)

	ᎠᏂᎠᎠᎠᎠ Solid	ᎠᏂᎠᎠ Long/Rigid	ᎠᏂᎠᎠᎠ Flexible	EZL Animate	ᎠᏂᎠᎠ Liquid
Item →	RSW svgta apple	JAᏍᏍᎠᎠ digohwelododi pencil	DᎠᎠ ahnawo shirt	ᎠᎠᎠ ogana groundhog	DᎠᎠ ama water
Verb Sentence ↓					
I have it.	DYᎠ. Agiha.	DᎠᎠ. Agwvya.	DYᎠD. Agina’a.	DYᎠᎠᎠ. Agikaha.	DYᎠᎠᎠ. Agineha.
Give it to me.	ᎠᎠᎠ! Sgvs! Sgvs! Sgvs!	ᎠᎠᎠᎠ! Sgidis! Sgidis! Sgidis!	ᎠᎠᎠᎠᎠ! Sginv’vs! Sginv’vs! Sginv’vs!	ᎠᎠᎠᎠ! Sgikasi! Sgikasi! Sgikasi!	ᎠᎠᎠᎠᎠ! Sginehvs! Sginehvs! Sginehvs!
Give it to her/him.	ᎠᎠᎠ! Hwihvs! Hwihvs! Hwihvs!	ᎠᎠᎠᎠ! Hwidis! Hwidis! Hwidis!	ᎠᎠᎠᎠᎠ! Hwinv’vs! Hwinv’vs! Hwinv’vs!	ᎠᎠᎠᎠ! Hwikasi! Hwikasi! Hwikasi!	ᎠᎠᎠᎠᎠ! Hwinehvs! Hwinehvs! Hwinehvs!

Source: Hartwell Francis (Unega Tsisdu). Used with permission.