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Please enjoy this complimentary excerpt from
Collaboration and Co-Teaching for Dual Language
Learners.

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Foreword

You are about to embark on an unparalleled adventure into uncharted territory. In fusing principles and practices of dual language education with those of co-teaching/collaboration, Lachance and Honigsfeld create an unrivaled rationale for propelling educators of multilingual learners into the stratosphere. This merger, exemplified by an extensive space metaphor along with iconic reminders, gives a unique perspective on how to position the four pillars of dual language education—bilingualism/biliteracy, high academic achievement, sociocultural competence, and critical consciousness—onto a foundation of collaboration. The synergy produced by this teaming, substantiated by expert testimony, literature, and research, provides a solid grounding for pairing these two educational endeavors.

Adhering to the sociocultural tenet that learning is a social activity, we see how the coupling of dual language and co-teaching can strengthen linguistic and cultural connections among teachers and between teachers and multilingual learners. Lachance and Honigsfeld thoughtfully tackle this multifaceted vision of language education. In systematically undertaking this challenge, we are made aware of the innumerable factors to be considered in collaborative dual language program design, including: (1) different configurations of teacher collaboration, (2) models of dual language education, (3) languages of instruction and groupings of multilingual learners, and (4) adherence (or not) to the stipulated time allocation assigned to each language of instruction.

Research has confirmed that dual language programs, when constructed as enhanced and accelerated experiences for all students, offer language-rich environments in multiple languages that simply cannot be replicated in monolingual classrooms. Keeping this fact in mind, we are also made keenly aware of the strength of the additive features of collaboration and co-teaching when applied to any educational initiative. The heart of the book draws on strong testimonials on the value and benefits of combining dual language with collaboration from both scholars and practitioners. The substantial body of evidence that emerges supports dual language programming throughout the collaborative instructional cycle—co-planning, co-teaching/team-teaching, co-assessment, and co-reflection.

Clearly articulated goals and outcomes of each chapter illuminate the natural interaction between collaboration and dual language that puts a premium on language-driven content in two languages. After the introduction, historical backdrop,

and reasoning behind dual language education that are outlined in the first two chapters, *Collaboration and Co-Teaching for Dual Language Learners* moves into enacting each phase of the collaboration cycle through field-based examples from dual language educators and multilingual learners. Their varied perspectives lend themselves to an important philosophical shift—from embracing dual language programs as the interplay between two languages to envisioning dual language programs as an expression of multilingualism.

In Chapter 3, collaborative planning within dual language contexts, we create a vision of co-teaching as a shared experience in which partner educators work together to reinforce the values of multilingualism and multiculturalism within a robust standards-aligned academic program. Intentionality is a key ingredient to this process as teachers collaborate in weaving elements of language education unique to multilingual learners, such as metalinguistic awareness, opportunities for translanguaging, and strategies for scaffolding, into curriculum. In addition, during this initial phase, tips and co-planning tools based on the four pillars or dimensions of dual language spark engagement of co-educators.

Chapter 4 presents an array of collaborative teaching approaches for both partnership and co-teaching models as pathways that lead to equitable instructional delivery for multilingual learners in elementary and secondary settings. A rationale bolstered by real-life examples of seven approaches or collaborative models opens possibilities to the many choices for customizing co-teaching that take into account the: (1) students, (2) content, (3) types of learning activities, (4) participating teachers' preferences, (5) logistics, and (6) availability and organization of space. Additionally, the four pillars of dual language serve as the launchpad for partner or co-teachers' agreement and commitment to a set of shared premises and core beliefs for their selected model.

Collaborative assessment and reflection, the focus of Chapter 5, invites multilingual learners and their teachers to continue learning from each other through ongoing interaction and feedback. We see how three collaborative approaches—assessment as, for, and of learning—can optimize the building of relationships throughout the instructional cycle. A series of protocols and actionable steps apply these assessment approaches specifically to dual language contexts. Ultimately, the convergence and alignment of the collaborative, instructional, and assessment cycles build a strong case for creating and sustaining an equitable educational system for multilingual learners.

Continuous support from leadership, illuminated in the final chapter, is an absolute necessity for ensuring and reinforcing the success of multilingual learners in dual language programs. The presence of teacher and administrator co-leadership reinforces and makes visible collaborative planning, collaborative teaching, and collaborative assessment and reflection. What hopefully emerges from the teaming of administrators and teachers is ongoing dialog and deep conversations on issues that lead to a navigation system that consist of a common vision, shared ownership, enduring

trust, and mutual respect. Joint decisions around these core values of dual language, in turn, can jumpstart curricular, instructional, and programmatic transformation.

Empowered by the opportunity to become a potential collaborator in the growing dual language network of educators, it's time to gear up for a stimulating journey. In the spirit of collaboration, this ground-breaking book is your booster rocket for rethinking and reconceptualizing the who, what, where, when, and why of dual language education. Join Lachance and Honigsfeld in counting down to an historic launch into an exciting newly configured dual language world where collaboration reigns.

—Margo Gottlieb
Co-founder of WIDA, author and consultant

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For Whom Is This Book?

If you are reading this book, you might be a K–12 dual language educator; a teacher educator; a school, district, and/or state-level administrator; a paraprofessional; a coach; or a preservice teacher. This book will support you as you wish to look for examples of successful, innovative instructional practices related to collaborative work with dual language learners.

Core Premises

The following premises have guided not only the writing of this book, but also our collaborative professional endeavors. We invite you to consider which of these premises are already aligned to your own beliefs and which might challenge your thinking as you embark on exploring this topic with us:

- Dual language education is for *all* students.
- Collaboration for equity is an essential stance for dual language program success.
- The four pillars serve as collaborative agreements and commitments rather than “goals” (Cervantes-Soon et al., 2017; Howard et al., 2018; Palmer et al., 2019).
- Parallel monolingualism is different from dynamic bilingualism.
- There is no one *right way* to collaborate in the dual language context.
- Co-teaching may not always be feasible, but collaboration and partnership teaching can help create a cohesive program model.
- All teachers are language teachers.

Overarching Goals

This book aims to facilitate *collaborative approaches* while working with dual language learners, transforming dual language programs for multilingualism. Each of the chapters provides essential, research-informed, evidence-based content; tools and resources for actionable transfer to practice; real-world vignettes with work samples and photos; and built-in points of reflection that allow you to make each chapter applicable to your own context. Here is a quick preview of what each subsequent chapter has to offer:

Chapter 2: Foundations of Dual Language Programs

Chapter 2 is designed to help you gain insight into some foundations of dual language as you learn more about the importance of enhancing collaboration within the dual language approach. To begin, we'll take a closer look at some history of dual

language instruction, what those of us in the field are currently experiencing, where we're heading in the future, and why collaboration is so important for progress. Each part of Chapter 2 will guide you to make direct connections to collaboration in your own programs.

The fundamental goals of Chapter 2 are to:

1. Illustrate essential historical elements of dual language and bilingual education in the United States
2. Describe the role of collaboration across dual language program types and structures
3. Explore the ways in which teacher partnerships contribute to the benefits of dual language education
4. Establish a pathway to building capacity for collaboration in your dual language program

Chapter 3: Collaborative Planning in Dual Language Programs

In Chapter 3, we argue that collaborative planning is an essential component of dual language programs regardless of the model of instruction. We show how partnering teachers and other members of the school community collaborate for the sake of their multilingual learners. This chapter defines the *who*, *what*, *where*, *when*, *how*, and *why* of collaborative planning and offers actionable recommendations and tools to support co-planning in the dual language context. More specifically, the goals of Chapter 3 are to:

1. Define the essential elements of collaborative planning in the dual language classroom
2. Identify the purpose and key practices of co-planning using the four pillars of dual language instruction
3. Review and evaluate collaborative planning protocols and tools

Chapter 4: Collaborative Teaching in Dual Language Programs

Chapter 4 introduces collaborative teaching approaches as pathways to offering equitable and rigorous yet well-supported instructional delivery within the dual language context. More specifically, the goals of this chapter are to:

1. Differentiate between partnership teaching and co-teaching and define each practice in varied dual language contexts
2. Identify the place partnership teaching and co-teaching occupy within the collaborative instructional cycle

3. Explore several approaches to partnership teaching
4. Describe and evaluate seven co-teaching models

Chapter 5: Collaborative Assessment and Reflection in Dual Language Programs

Chapter 5, parallel to Chapter 3, defines the *who*, *what*, *where*, *when*, *how*, and *why* of collaborative assessment and offers actionable recommendations and tools to support co-assessments in the dual language context. In this chapter, we set out specifically to:

1. Define the essential elements of collaborative authentic assessment in the dual language classroom
2. Make connections to the four pillars of dual language in collaborative authentic assessment practices
3. Distinguish between and among collaborative authentic assessment *as*, *for*, and *of* learning in the dual language context
4. Explore collaborative reflection as an integral component of the collaborative instructional cycle

Chapter 6: Collaborative Leadership Support for Dual Language Programs

The final chapter of the book focuses on collaborative leadership support. In Chapter 6, we explain how dual language programs get established, grow, and thrive as a result of collaboration with a range of stakeholders' commitment and hard work. We explore ways in which district and school administrators, coaches, and other instructional leaders play a pivotal role in the success of dual language initiatives. The fundamental goals of Chapter 6 are to:

1. Explore three types of collaborative partnerships teachers and administrators form to make transformative decisions in dual language programs
2. Identify and map out teachers' and administrators' essential roles in establishing a collaborative approach to transform dual language programs
3. Establish connections to the four pillars of dual language in collaborative leadership practices

What Is Unique About the Book?

We believe that as you see the artwork and unique sketch notes our illustrator, Claribel González, created for the outside cover of the book and inside each chapter, you will quickly notice a global connection to *space*. Why did we take this approach? Joan has a deep interest in all things related to space, our solar system, the universe, and stars, and Andrea has a brilliant sense of adventure. We

recognize that dual language education is best fueled with ongoing motivation and that often we're collaborating with each other, learning from each other, and collectively brainstorming to stay inspired. These are beliefs we hold dear to our hearts, and we tried to translate these sentiments into metaphors that run throughout each chapter and the entire book. We hope they serve as pathways for you to be inspired by multilingual learners, to be aspirational for each other and your communities, to *reach for the stars* with your endeavors, and, most of all, to remember that *the sky is the limit* when it comes to creativity built on informed practices. Feel free to take the whimsical metaphors with a grain of salt (or star dust)! And, notice them in the recurring features that we intentionally infused in each chapter for consistency and continuity as you explore and make discoveries about collaboration in dual language education.

Recurring Chapter Features

Throughout the forthcoming chapters, we employ several recurring features to help you organize your learning and application of the chapter goals and topics. An icon—a unique sketch note designed for this book by Claribel González—will call attention to most of these features. On the following pages, you will find a brief explanation of each of the recurring features as well as an opportunity to apply some of them to the content of this introductory chapter:

Each chapter opens with a brief overview of the content we aim to unpack. We emphasize some key points in each chapter to introduce the main ideas and the connections to research and the fundamental chapter contents.

MISSION CONTROL



In this section of each chapter, we explore established concepts as they relate to the chapter. These explorations serve as research-informed and evidence-based foundations, connecting our prior knowledge, theory, and practice as we bridge to new knowledge and understandings. Each Exploration section also provides you with opportunities and invitations to make critical applications based on the uniqueness of your contexts; your students, families, and communities; your goals; and your own program structures.

EXPLORATION



CAPTAIN'S LOG



Throughout each chapter, we provide you with reflection prompts that are specific to the content of the section. For example, here in Chapter 1, we invite you to reflect and write down your ideas in response to the following two prompts:

1. What stands out for you about this book so far?

2. What goals do you plan to set for yourself as a result of this book study?

Through the Students' Eyes

At the beginning of each chapter, we will present a “mini case study” on a student or students and present a short vignette that depicts the topic of the chapter from the student perspective (what students see, do, and experience when the ideas presented in the chapter are enacted).

Through the Educators' Eyes

In this section, we will shift our focus to present the educators' perspectives on what was happening in the vignette and why it matters, and how collaboration impacts the teaching and learning experiences in a dual language context.

NAVIGATION SYSTEMS



In this section, we present field-centered information, research, and theoretically based systems associated with the chapter's key points. We provide viewpoints that guide and steer us from the larger picture (*What the Research Says*) to the program or classroom level (*What Practitioners Say*). The combination of both perspectives offers a systemic look at the chapter topics and some foundational obligations associated with them from practitioners' unique, comprehensive perspectives.

In order to directly address ways to explore collaborative practices in dual language education, each chapter features a brief list of our *Core Beliefs* and “*Let’s Agree*” *Statements*. We take this opportunity to weave in our shared understandings of socially just practices and help readers stay focused on equitable learning opportunities through collaboration in dual language programs.

In Chapter 1, for example, we invite you to consider the following *Core Beliefs* that undergird dynamic multilingualism followed by our “*Let’s Agree*” *Statements*:

Core Beliefs

- All students benefit from well-structured and justly implemented dual language programs.
- Equal access to dual language education is a priority for transformed programs.
- The process of authentic language acquisition and intentional learning in the academic context must genuinely stay connected; thus, we believe the most appropriate terminology used to describe this complex process is *language development*.
- Language development is neither static nor linear; it is a fluid and dynamic process.
- Multilingualism via dual language education is a collaborative and collective goal that keeps students, families, and communities at the core.

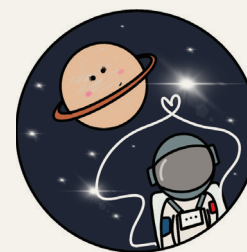
“Let’s Agree” Statements

As we begin our learning journey together, let’s make a commitment to the following:

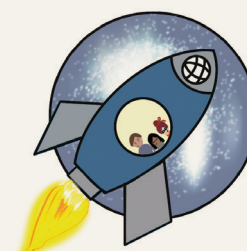
- Let’s agree that we must recognize and honor the vast individual differences students bring to the classroom regarding their backgrounds and experiences.
- Let’s honor the unique talents and gifts, cultural heritages, and personal powers students share with us.
- Let’s agree that language levels cannot define who a student is; instead, each level simply offers a frame of reference to what the student is able to do at a particular moment in a particular domain (Shafer Willner, 2013).
- Let’s support multilingualism from socially just and transformative mindsets for all.

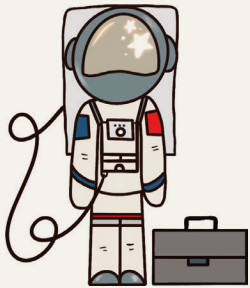
In this section of each chapter, we showcase real-world experiences, classroom examples, and/or perspectives that researchers and practitioner scholars shared with us for this book. Some are representative of elementary programs, and others are from the secondary perspective. We also include quotes, photos, and teacher and student work samples to showcase their voices from the field.

STAYING THE COURSE

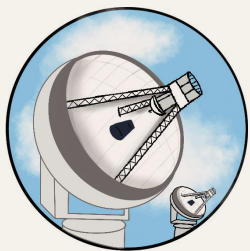


LAUNCHED MISSIONS

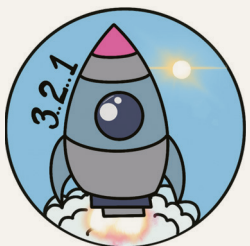


GEAR UP!

This portion of each chapter provides specific websites, books, links to resources, tools, and other documents to use as samples—all to support your own practices and program development. The gear we share is strategically provided for you to, in many cases, adapt so the tools work within the distinctive classrooms, schools, and programs where you're teaching and for the unique students and communities you serve.

TUNE IN!

This section of each chapter was created to provide you with broader opportunities to tune in and listen to other success stories, concepts, and innovative ideas from dual language education programs across contexts. We direct you to selected critical resources that go beyond those in the Gear Up! section and look beyond the contents of the chapter. We sincerely invite you to continue your explorations with some additional print- and web-based resources for your own growth and collaboration.

COUNTDOWN TO LAUNCH

At the end of each chapter, we offer practical application tips in 10 key steps! For Chapter 1, we offer this countdown to guide you to launch your explorations of this book and set your own goals as they relate to your learning:

10. Read the book cover to cover in one night. (Just kidding! But . . . you might not be able to put it down once you begin diving into it.)
9. As you open the pages of the book and broaden your learning, keep an open mind.
8. Question what you read and discuss your noticings and wonderings with your colleagues.
7. Make the reading an interactive process by using the reflection prompts we have included in the book.
6. Remember—nothing is set in stone.
5. Have a sense of adventure to be creative and innovative with your collaboration.
4. Trust the research that defines and supports high-quality dual language education.
3. Experiment with the ideas presented and make them your own.
2. Take your time and celebrate all the steps—even when they feel small.
1. ***Aim for the stars!***

Each chapter ends with a final entry into your Captain's Log. As we wrap up Chapter 1 and transition into Chapter 2, we invite you to reflect on your ideas using the following prompts:

1. What stands out for you about the *Core Beliefs* and "*Let's Agree*" Statements in Chapter 1? How do they align with your own?

2. Which three Countdown to Launch steps resonated with you the most, and why?

CAPTAIN'S LOG: FINAL ENTRY



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Prepare to Take Off

We hope you are as excited as we are about this book. We wrote about collaboration for you via a sincerely collaborative effort. We invite you to enjoy the journey as you embark on new collaborative adventures or enhance your current ones!

