

What Your Colleagues Are Saying . . .

“A welcome addition to the professional literature on dual language program implementation! Co-planning across instructional personnel and across languages, co-teaching, collaborative assessment, and collaborative leadership are critical to the success of dual language programs, and this volume delivers on all of those topics. Packed with useful figures, charts, and checklists and organized around catchy recurring icons that represent the overarching organizational structure for each chapter, this volume is extremely approachable, highly interactive, and well grounded in the four pillars of effective dual language programs.”

—Nancy Cloud

Professor Emerita

Feinstein School of Education and Human Development, Rhode Island College

“Educators involved in dual language programs will find *Collaboration and Co-Teaching for Dual Language Learners: Transforming Programs for Multilingualism and Equity* a much-needed book that guides teachers in how to effectively plan and reflect together. The many voices represented in the book are refreshing, and the research presented is strengths based and highly relevant. This book is essential reading for teachers in two-teacher dual language programs who share students!”

—Karen Beeman

Co-Author of *Teaching for Biliteracy: Strengthening Bridges Between Languages* and

Co-Founder of the Center for Teaching for Biliteracy Skokie, IL

“Successful collaboration in education has transformative power for the educators engaged in it and, most important, for the students benefiting from it. Yet, collaboration requires specific resources for success—time, intention, knowledge, and skill. *Collaboration and Co-Teaching for Dual Language Learners* is a key publication for acquiring the knowledge and skills to make collaboration successful in dual language classrooms. From a social justice perspective, it is a critical contribution to the field to bring about equity to the multilingual learners in dual language. Thank you for bringing this work to life and to our classrooms. ¡Adelante!”

—Mariana Castro

Deputy Director

Wisconsin Center for Education Research, University of Wisconsin–Madison

“In this volume, the authors offer a strong rationale and practical, research-informed guidance for teacher collaboration and co-teaching for the sake of dual language education and the support needed to effectively design, deliver, and assess engaging instruction in dual language programs. In this unique resource, you will explore the fundamentals of dual language education and how the collaborative instructional cycle—co-planning, co-teaching, co-assessment, and co-reflection—is an essential component of dual language programs. This one-of-a-kind book is a must-read for anyone who teaches or administers a dual language program!”

—**Maria G. Dove**

Professor

School of Education and Human Services, Molloy University
Rockville Centre, NY

“In this powerful and practical new resource, Joan Lachance and Andrea Honigsfeld have outlined not only why teachers should collaborate in dual language programs, but also how this collaboration can happen and what school leaders can do to support it. By integrating the collaborative cycle of co-planning, co-teaching, co-assessing, and co-reflecting within the unique dual language ecosystem, this book helps to build important connections—across languages and across disciplines—catalyzing both student learning and teacher learning.”

—**Jon Nordmeyer**

International Program Director
WIDA and University of Wisconsin–Madison

“This is an invaluable resource for guiding educators who co-teach and co-plan in dual language programs. Not only is it based on theory and research but it also includes options to facilitate the process of getting started and making existing dual language programs more effective. This well-stated phrase—‘Dual language is for everyone in K–12 education’—cannot be emphasized enough! Multilingualism promotes equity for all and should be the norm in all schools!”

—**Mónica Lara**

Senior Educational Consultant for Bilingualism and Biliteracy
San Antonio, TX

“At last, a book we have been waiting for—one that combines our growing interest in dual language programming with collaboration and co-teaching. Scholars Joan Lachance and Andrea Honigsfeld provide practical guidance on the laws and regulations on one hand and our professional creativity and inspiration on the other. Drawing from their kindred spirit of space adventure and exploration, each chapter takes readers to a Mission Control room to learn about key ideas, an Exploration site to try new things in our own contexts, a Captain’s Log space to reflect on our learning, Navigation Systems to provide us with key information from research and the field, and much more as we prepare for takeoff to using an approach that works.”

—**Debbie Zacarian**

Author of *Transforming Schools for Multilingual Learners: A Comprehensive Guide for Educators*
Zacarian and Associates

“This engaging and accessible book provides a valuable resource to catalyze teacher collaboration in dual language programs. Joan Lachance and Andrea Honigsfeld take care to present strategies across the collaborative instructional cycle—from planning to teaching to assessment to reflection. For the novice and veteran alike, this work will guide and inspire collegial partnerships that advance dynamic bilingualism.”

—**Martin Scanlan**

Associate Professor at Lynch School of Education and Human Development
Campion Hall, Boston College

“This book is the professional resource we’ve all been waiting for! I love the structure of this book and how it’s designed for an accessible book study for teams as they navigate the unique opportunities presented by co-teaching in dual language settings. I found this resource incredibly valuable for educators and leaders as it has practical tools and strategies that can equip us all to effectively collaborate with each other in our effort to better serve our dual language students!”

—**Carly Spina**

Multilingual Education Specialist
Illinois Resource Center
Arlington Heights, IL

“Collaboration and Co-Teaching for Dual Language Learners: Transforming Programs for Multilingualism and Equity is the instructional resource that our dual language programs have been waiting for. It provides coaches and teachers a dual language-specific collaborative instructional cycle that enhances teacher capacity and elevates student outcomes. Every chapter provides tips and tools for effective and practical implementation. I highly recommend it for district dual language directors, campus and district coordinators, coaches, teachers, and paraprofessionals.”

—**Gloria Stewart-Kooper**

Bilingual ESL Director
Lamar Consolidated ISD
Rosenberg, TX

“Joan Lachance and Andrea Honigsfeld’s text invites us to explore learning spaces where dual language programming and teacher collaboration unite, creating a schoolwide web of intentional support for multilingual learners to flourish both academically and linguistically. I can’t wait to fly to the moon with this transformative lens of collaboration coupled with multilingual language development!”

—**Helen (Lannie) Simpson**

English Learner Director
Burke County Public Schools, NC

“Mission accomplished! My mind traveled through six chapters with a mission in mind: to learn, to understand, to anchor into real examples of practice and powerful strategies based on research. Strategic reflection pushes readers to pause, think, and formulate next steps to implement right away. This exceptional resource provides educators with much-needed tools to navigate, explore, and map out ways to develop higher levels of teaching in dual language programs. As a dual language instructional coach, I traverse these territories in my daily practice, and I can say I have found a focus for my upcoming year in my school with this book. *Es una combinación perfecta de teoría, práctica, y reflexión.*”

—**Gabriela Garcia-Marroquin**

Dual Language Instructional Coach
Jeffco Public Schools
Edgewater, CO

“Very few books explore the topic in a way that Joan Lachance and Andrea Honigsfeld do. This book is for anyone embarking on implementing a dual language approach or revisiting their current program. It pinpoints the key elements of collaboration and co-teaching from delivery, to assessment, to reflection. The book is unique in its format, allowing the reader the opportunity to hear from practitioners and students.”

—**Barbara Tedesco**

Co-Manager
Language & Literacy Associates for Multilingual and Multicultural Education
(LLAMAME)
Colonia, NJ

“This book couldn’t be more timely! Creating space for teacher and leader collaboration that is efficient and effective can make all the difference when striving for a well-articulated program where each and every dual language immersion student, teacher, and leader thrives. Thank you for this publication. It will go a long way toward helping leaders and teachers to advocate in their own districts and schools for finding space in an already busy schedule for meaningful collaboration.”

—**Jon Valentine**

Director of World Languages and Dual Language Immersion
Gwinnett County (GA) Public Schools

“Joan Lachance and Andrea Honigsfeld harness their knowledge on collaborative practices to provide critical research-supported and classroom-approved recommendations for dual language educators that will maximize student growth toward bilingualism, biliteracy, and multiculturalism. This book will be a powerful and practical tool for educators to understand the how and why of collaborative practices in a dual language program.”

—**Ryan Zak**

Director of Linguistic Programs
Mundelein (IL) Elementary School District 75

“This book provides a better understanding of how collaboration can move student learning, as well as strategies for additive forms of multilingualism, and presents an invaluable historical perspective addressing the dangers of a deficit approach to language pedagogy. Examples and anecdotes show how dual language programs and collaborative teaching can change dynamics and better support student learning. Not only does this book provide tools and resources; it also provides writing and discussion prompts that allow readers to process and clarify their own perspectives as they react to the content. This book really hits the mark in helping shift mindsets about dual language education.”

—**Lisa Auslander**

Senior Project Direct and Principal Investigator
Bridges to Academic Success, Center for Advanced Study in Education (CASE),
Graduate Center, CUNY

“This practitioner-oriented book is a must-have for all educators—from paraprofessionals to classroom teachers to school and district leaders—who support dual language learners. It is perfectly timed for today’s dual language educators who are advancing students toward multilingual language diversity. In addition to the most recent foundational research on dual language instruction, the book provides a plethora of essential tools and resources, coupled with real-world scenarios demonstrating the work necessary to implement effective dual language programs. Best practices are highlighted and showcased throughout the book through a robust array of authentic examples.”

—**Ron Woo**

Executive Director
NYS Statewide Language RBERN (Regional Bilingual Education Resource Network)
Metro Center, New York University

“Our students deserve coherent, language-rich, multilingual learning, yet it’s often so hard when we lack a map to guide our work. Joan Lachance and Andrea Honigsfeld remind us that our intentional planning and our collaborative conversations will ensure that our students simultaneously develop academic, linguistic, and cross-cultural skills. I’m delighted that Joan and Andrea have stepped into this unique space, and I’m anxious to share their road map with my colleagues in Tigard-Tualatin schools.”

—**Tim Blackburn**

Title III Administrator
Tigard-Tualatin (OR) School District

“It is exciting to see an advance copy of this book. This book will be transformational for our practice as a group of dual language schools. The authors masterfully weave practice, practical application, pedagogy, and the multicultural multilingual voices of students and educators in schools throughout the globe. I am thrilled to have this resource for my dual language teams. It is packed with concrete examples of pedagogy manifested in the classroom, but also highlights that most important ingredient that must be baked into any dual language program—collaborative practice.”

—Stephanie Drynan

Dual Language Coordinator
Qatar Foundation Schools

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COLLABORATION
and **CO-TEACHING**
for **DUAL LANGUAGE**
LEARNERS

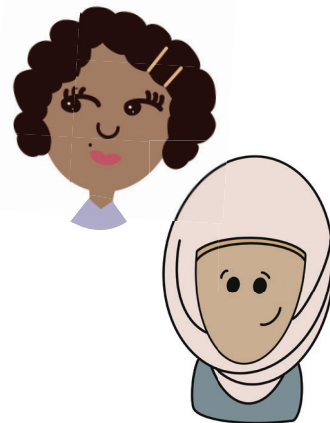
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COLLABORATION and CO-TEACHING for DUAL LANGUAGE LEARNERS

Transforming Programs for
Multilingualism and Equity



Joan Lachance
Andrea Honigsfeld

Foreword by Margo Gottlieb

Including Illustrations by Claribel González

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Contents

Companion Website Contents	xiii
Foreword <i>Margo Gottlieb</i>	xv
Acknowledgments	xix
About the Authors	xxi
About the Illustrator	xxv
Chapter 1. Introduction	1
Chapter 2. Foundations of Dual Language Programs	27
Chapter 3. Collaborative Planning in Dual Language Programs	63
Chapter 4. Collaborative Teaching in Dual Language Programs	105
Chapter 5. Collaborative Assessment and Reflection in Dual Language Programs	139
Chapter 6. Collaborative Leadership Support for Dual Language Programs	173
References	211
Author Index	217
Subject Index	221

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Companion Website Contents

Figure 2.7:	Questions to Begin the Conversations	58
Figure 3.2:	Co-Planning Pillars and Priorities Crosswalk Grid	75
Figure 3.4:	Integrated Focus on Planning for Dual Language Teaching	78
Figure 3.12:	Co-Planning Focus Form for Dual Language Instruction: A Week-at-a-Glance Tool	99
Figure 3.13:	Checklist for Collaboratively Planning Based on the 12 Dimensions of Scaffolding	100
Figure 5.1:	Multidimensional Assessment of Classroom Language Use in Dual Language Classrooms	147
Figure 5.2:	Integrated Focus on Assessing Your Dual Language Teaching	151
Figure 5.6:	A Collaborative Protocol of “Look Fors” in Lesson Activities	156
Figure 5.7:	A Collaborative Protocol to Co-Design Assessment Tools and Measures	157
Figure 5.8:	A Collaborative Protocol to Review Existing Assessment Results	158
Figure 5.11:	EL ESPEJO Framework Adapted for Dual Language Classrooms	168
Figure 6.4:	Discussion Prompts for Teachers’ Collaborative Curricular and Instructional Decisions	184
Figure 6.7:	Collaborative Leadership Discussion Prompts	191
Figure 6.8:	The Four Pillars of Dual Language Education in Collaborative Leadership	195
Figure 6.9:	“Look Fors” in Holistic Program Evaluation	197
Figure 6.10:	Navigation System for Your Common Understandings, Shared Visions, and Shared Goals	200
Figure 6.12:	Guiding Questions for Creating and Sustaining Equitable Dual Language Programs	205



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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

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Acknowledgments

We are most grateful to the many educators who shared their experience, passion for dual language education, and commitment to collaboration. Their generosity with their time and expertise as they participated in interviews, countless email exchanges, phone calls, or Zoom meetings, or as they opened their classroom or office doors to us, is deeply appreciated. We are truly honored that we are able to include both researchers' and practitioners' perspectives in this volume along with numerous classroom scenarios, collaboration tools, success stories, photographs, and other artifacts as examples of what collaboration may look like in the dual language context. A very special bilingual educator, Claribel González, served not only as our critical friend but also as the sketch note artist for the book. Her creative talents and insightful comments are invaluable additions to this volume. We are also very grateful to Alyson Mooney for her technical assistance with the manuscript preparation.

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About the Authors



Joan Lachance, PhD, is an associate professor of teaching English as a second language (TESL) at the University of North Carolina at Charlotte. She directs the TESL graduate programs and undergraduate TESL minor. She is the co-author of the National Dual Language Education Teacher Preparation Standards and the director of the Council for the Accreditation of Educator Preparation (CAEP) specialized professional association in dual language education called “EMMA: Education for a Multilingual Multicultural America.” She received her undergraduate degree in secondary education, modern languages, and linguistics from Florida International University.

With Spanish as the language of program delivery, she completed graduate coursework to earn her master’s degree in school counseling from Pontifical Catholic University in Ponce, Puerto Rico. Dr. Lachance completed her doctoral work in curriculum and instruction, with an emphasis on urban education, literacy, and TESL, at the University of North Carolina at Charlotte.

Dr. Lachance’s research agenda encompasses dual language teacher preparation, academic literacy development, and authentic assessment with multilingual learners and has resulted in over 25 publications including articles, book chapters, technical reports, and state-level curriculum guides since joining UNC Charlotte. She serves on several journal editorial boards and is a board member of the Multistate Association for Bilingual Education (MABE), Northeast. With the publication of this book, Dr. Lachance is specializing one aspect of her work further into collaboration and co-teaching for multilingual learners in the dual language context. She is also working to support dual language education for the preservation of Native American languages, currently and most honorably collaborating with a K–8 school serving the Eastern Band of Cherokee Indians (EBCI).

In addition to her faculty position, Dr. Lachance's service agenda has resulted in over 100 conference presentations, invited panels, keynotes, and roundtables to support the North Carolina Department of Public Instruction and the nation at large. Her service specializes in professional learning for teachers, school counselors, and school administrators. She co-created materials and professional learning institutes for myriad North Carolina state-led initiatives including *Using the WIDA Standards*, *The North Carolina Guide to the SIOP Model*, *The North Carolina Guide to ExC-ELL*, and *Dual Language/Immersion Program Support*. The presentations, webinars, and asynchronous learning opportunities share innovative practices for multilingual learner academic language development, equitable active multilingual learner engagement, dual language program development, sociocultural nuances in school counseling, and international comparative education.

For fun, Dr. Lachance enjoys camping—it's really glamping!—with her husband Carl, their son, and their two rescue dogs. She is passionate about science, astronomy, the outdoors, hiking in the Blue Ridge Mountains, and the preservation of the Appalachian Trail. While she lives and works in North Carolina, she shares her heart deeply with New Mexico and has a passion for the Native American Pueblo languages, the Pueblo ways of living, and *everything Hatch green chile*. Finally, she is a former dual language parent, who had the honor of experiencing multilingualism come to life in her own home.



Andrea Honigsfeld, EdD, is a professor in the School of Education and Human Services at Molloy University in Rockville Centre, New York, where she teaches graduate courses related to cultural and linguistic diversity. Before entering the field of teacher education, she was an English as a foreign language (EFL) teacher in Hungary (Grades 5–8 and adult) and an English as a second language (ESL) teacher in New York City (Grades K–3 and adult). She also taught Hungarian at New York University.

She was the recipient of a doctoral fellowship at St. John's University in New York, where she conducted research on individualized instruction and learning styles. She has published extensively on working with English learners and providing individualized instruction based on learning style preferences. She received a Fulbright award to lecture in Iceland in the fall of 2002. In the past 12 years, she has been presenting at conferences across the United States, Great Britain, Denmark, Sweden, the Philippines, and the United Arab Emirates. She frequently offers professional learning opportunities, primarily focusing on effective differentiated strategies and collaborative practices for English language development specialists and general

education teachers. She co-authored *Differentiated Instruction for At-Risk Students* (2009) and co-edited the five-volume *Breaking the Mold of Education* series (2010–2013), published by Rowman and Littlefield. She is also the co-author of *Core Instructional Routines: Go-To Structures for Effective Literacy Teaching, K–5 and 6–12* (2014) and author of *Growing Language and Literacy* (2019), published by Heinemann. With Maria Dove, she co-edited *Co-Teaching and Other Collaborative Practices in the EFL/ESL Classroom: Rationale, Research, Reflections, and Recommendations* (2012) and *Co-Teaching for English Learners: Evidence-Based Practices and Research-Informed Outcomes* (2020). Dove and Honigfeld also co-authored *Collaboration and Co-Teaching: Strategies for English Learners* (2010), *Common Core for the Not-So-Common Learner, Grades K–5: English Language Arts Strategies* (2013), *Common Core for the Not-So-Common Learner, Grades 6–12: English Language Arts Strategies* (2013), *Beyond Core Expectations: A Schoolwide Framework for Serving the Not-So-Common Learner* (2014), *Collaboration and Co-Teaching: A Leader's Guide* (2015), *Co-Teaching for English Learners: A Guide to Collaborative Planning, Instruction, Assessment, and Reflection* (2018), *Collaborating for English Learners: A Foundational Guide to Integrated Practices* (2019), and *Co-Planning: 5 Essential Practices to Integrate Curriculum and Instruction for English Learners* (2022). She is a contributing author of *Breaking Down the Wall: Essential Shifts for English Learner Success* (2020), *From Equity Insights to Action* (2021), and *Digital-Age Teaching for English Learners* (2022). Nine of her Corwin books are best sellers.

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About the Illustrator



Claribel González is a resource specialist for the Regional Bilingual Education Resource Network (RBERN) in western New York. She supports districts in achieving academic excellence for multilingual learners through professional development, technical assistance, and instructional coaching. Her passion for language and equity started at a young age as she was raised in a bilingual home and experienced the benefits of participating in bilingual programs. As an avid

doodler, she celebrates creativity and the power of sketch notes as a vehicle to synthesize information. She has illustrated *From Equity Insights to Action: Critical Strategies for Teaching Multilingual Learners* (2021) and *Co-Planning: Five Essential Practices to Integrate Curriculum and Instruction for English Learners* (2021), both published by Corwin. González has served as a bilingual classroom teacher and district instructional coach. She is currently a doctoral student in the language education and multilingualism program at the University at Buffalo. Her research interests include bilingual education, biliteracy, and assessments.



This book is dedicated to all the families, children, and educators who champion dual language education!

We also dedicate this book to our respective families who are our ongoing inspiration.

From Joan

To Carl and Manu for transforming my life by sharing yours with me.

To Ginger and Wayne for transforming dual language education by virtue of your lifelong research, courage, and dedication to programs that are best for students. I am forever grateful for your heartfelt guidance, our kindred fellowship, and our shared experiences.

To Spencer and Sami for sharing a “love for the Very Large Array” with me.

To Andrea for honoring me with your mentorship, brilliance, and sense of adventure in the co-creation of this book.

To Unega Tsisdu, Tohsigi, Alsqwetawo, Nugaltli, and Twodi for being in this time.

From Andrea

To Howie, Benjamin, Jacob, and Noah for always supporting me in all my endeavors.



“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.

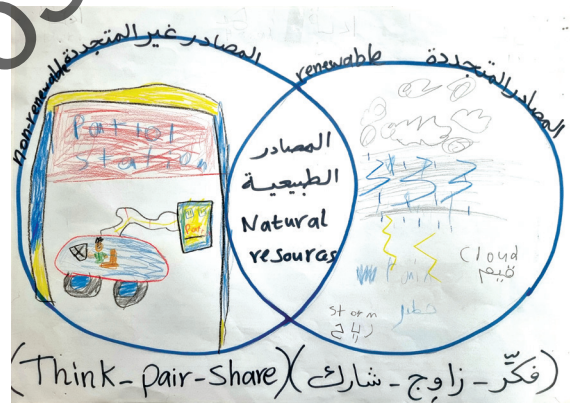
As we embrace, honor, and cherish the notion that transformations in dual language education include equitable access to programs for all students, with the various program options captured in Figure 1.2, we present this mosaic of languages and cultural assets in dual language.

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 character's 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 transforming 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)を詳しく広げることができるか考えてください。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、何を調べたいと思いますか。」 	「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。作品をさらに興味させ、読者に興味をもたせるために、「___」についても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, 「作品を書くには、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。」 	「上記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たせるために、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)については、十分な詳しい内容を扱って来ました。今度は、もっと登場人物について掘り込みますか。」
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、読者が興味のある___(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新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追加したいですか。」 「それは、読み手に明確に伝わりやすいですか。」 	「どんな情報や詳しい内容は、意味が通じていて、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。作品をさらに面白くするために、(予言、シーン、説明、伏線、登場人物)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)について説明するだけでなく、詳しい内容を追加しましょう。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すよ。」	<ul style="list-style-type: none"> 「トピックについてどんな詳しい内容を追加したいですか。」 「詳しい内容は、トピックや出来事について具体的な話ですか。」 「あなたのトピックや話に、読者に興味をそそぐために、詳しい内容を入れることができますか。」 	「読者の作品が興味を持って、私の頭の中をグルグル回っているように感じました。さらに詳しく説明したいするために、___について詳しい内容を追加しましょう。」



English Shared Reading <i>From Whole Group and Small Group Learning</i> <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: Aleza 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 	Chinese Shared Reading 我的人生 我的选择 - 坚持梦想的李安 气候变化 为什么有人依然否认?	English Guided Reading <ul style="list-style-type: none"> MyRespectives Digital Library Additional Materials (see below) Magazines 	Chinese Guided Reading <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 鸟、兽和蝙蝠的故事 	Written Response to Text/Independent Application <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
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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; Martín-Beltrán & Madigan Percy, 2012; Percy 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.

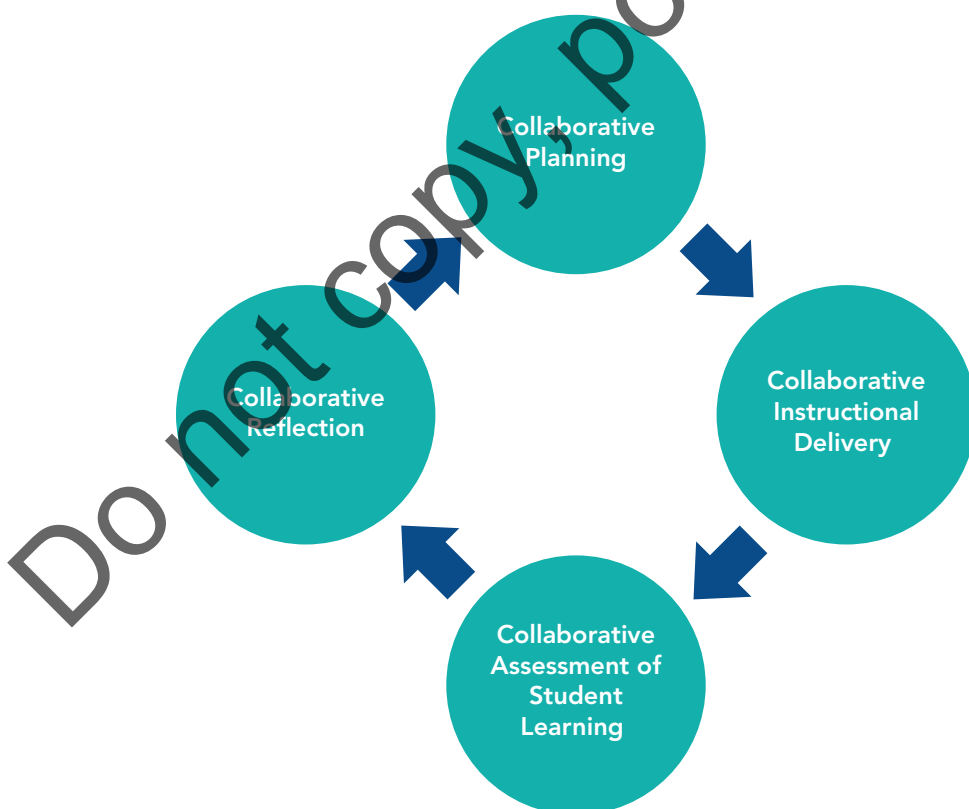
Co-delivering instruction may take various forms and involve a range of educators in the dual language context. Co-delivery requires coordinated purpose, equal teaching partnerships, and shared responsibilities for a class community of learners who are not separated for instruction by their labels. It 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

We sincerely honor Hartwell Francis (Unega Tsisdu), his team of collaborative educators, and the EBCI community.

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.

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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.

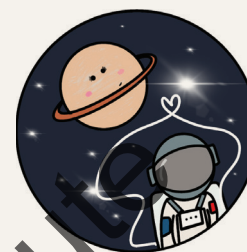
“Let’s Agree” Statements

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

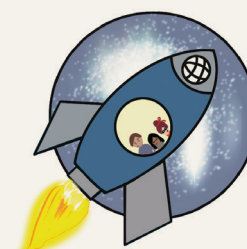
- Let’s agree that we must recognize and honor the vast individual differences students bring to the classroom regarding their backgrounds and experiences.
- Let’s honor the unique talents and gifts, cultural heritages, and personal powers students share with us.
- Let’s agree that language levels cannot 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.

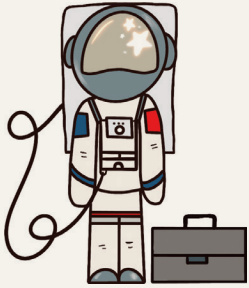
In this section of each chapter, we showcase real-world experiences, classroom examples, and/or perspectives that researchers and practitioner scholars shared with us for this book. Some are representative of elementary programs, and others are from the secondary perspective. We also include quotes,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

STAYING THE COURSE

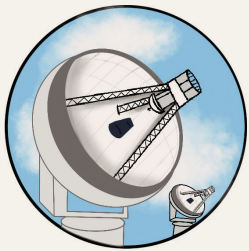


LAUNCHED MISSIONS

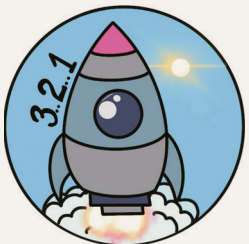


GEAR UP!

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.

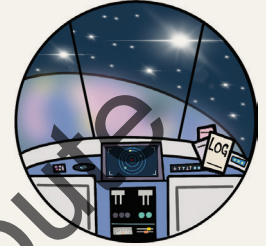
COUNTDOWN TO LAUNCH

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:

**CAPTAIN’S
LOG: FINAL
ENTRY**



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?

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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!

