



WIDA MLRC Capstone

Jakarta Intercultural School

Pattimura Elementary

Participants: Harley Place
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About Our School



Our school's EAL program supports multilingual learners in grades 1-5 with a range of proficiency levels.

***Jakarta Intercultural School includes two primary divisions, a middle and a high school division. This research project was solely conducted at one of the primary divisions, Pattimura Elementary.**

Research Question

What intentional co-planning
structures enhance the
instructional quality of co-teaching
in elementary school?

Literature Review

What did we read?

- Novak, K. (n.d.). UDL and Differentiated Instruction Explained with Katie Novak. *The Education Table Podcast*. Episode 8, Novak Education
- Honigsfeld, A., & Dove, M. G. (2022). *Portraits of collaboration: Educators working together to support multilingual learners*. Seidlitz Education
- Dove, M. G., & Honigsfeld, A. (2018). *Co-teaching for English learners: A Guide to Collaborative Planning, Instruction, Assessment and Reflection*. Corwin Publishing.
- Honigsfeld, A., & Cohan, A. F. (2024). *Collaboration for multilingual learners with exceptionalities: We share the students*. Corwin Press.
- Pozas, M., & Letzel-Alt, V. (2023). Teacher collaboration, inclusive education and differentiated instruction: A matter of exchange, co-construction, or synchronization? *Cogent Education*, 10(2). <https://doi.org/10.1080/2331186x.2023.2240941>

Methodology

How will we research our question?

We collected data from:

- a teacher survey (on practices and methodology for EAL instruction)
- discussions with teachers
- Teacher input during a staff meeting on the collaborative cycle ([Collated Data](#))
- Our own professional observations and experiences with collaboration

We planned to research our question by:

- sharing resources on collaboration, WIDA bulletin, books and articles
- creating a teacher toolkit
- creating the co-planning resources and reflections:
 - [Co-Planning Focus Questions](#) *(Developed from Collaboration for Multilingual Learners with Exceptionalities)*
 - [Co-Planning Reflection Journal](#)

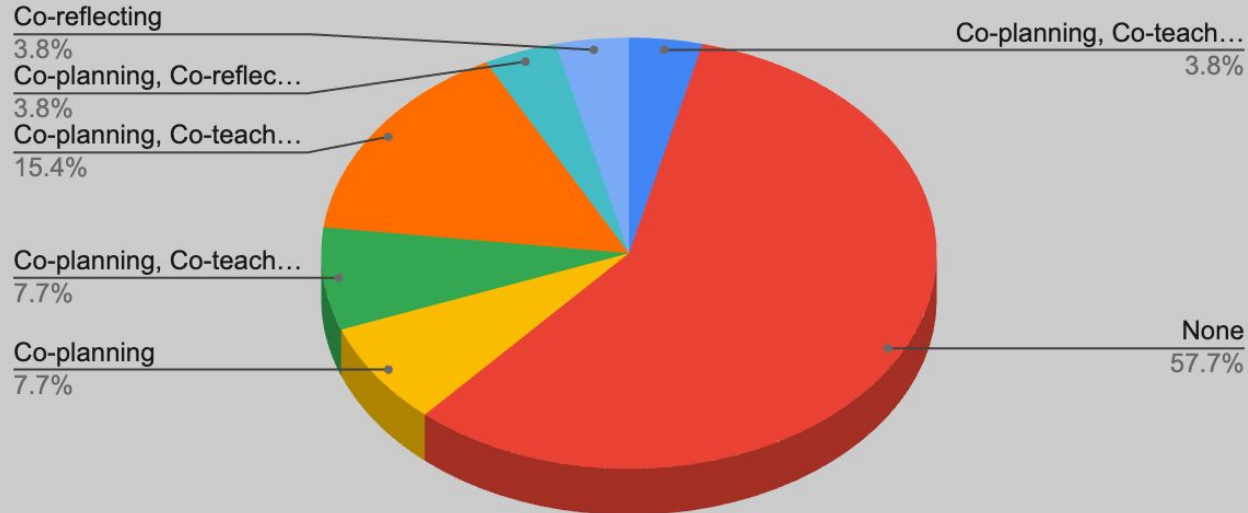
Why does it matter to our school?

All students especially our multilingual learners will benefit. All classroom teachers and specialist teachers have opportunities to build trusting professional relationships which creates a joint commitment for all students. JIS continues to evolve with educational best practices, taking a forward-thinking approach to co-planning, co-teaching, assessment, and reflection.

Methodology

Survey Results

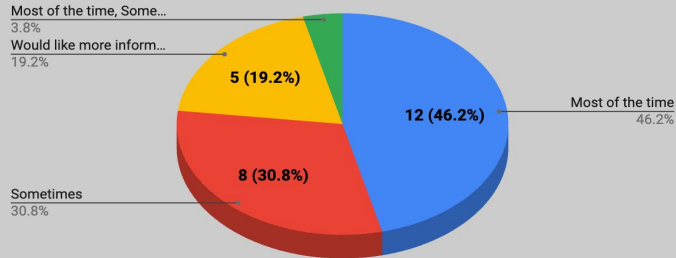
I participate in the following parts of the collaborative teaching process:



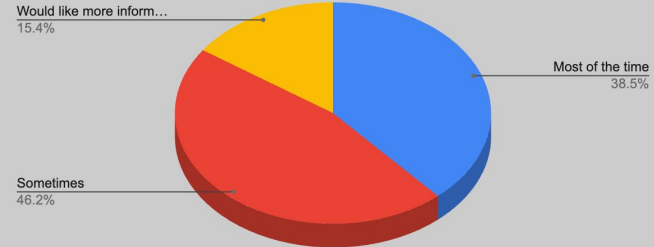
Methodology

Survey Results

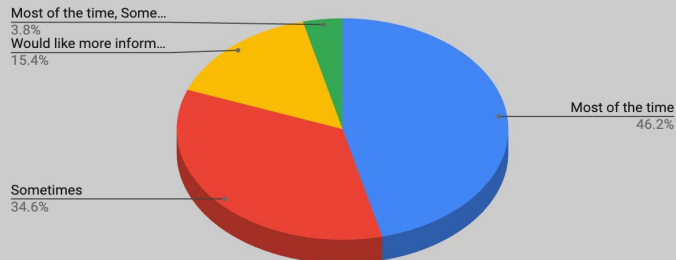
Prompt: I feel confident in implementing strategies that help EAL learners in: Listening 🗣️



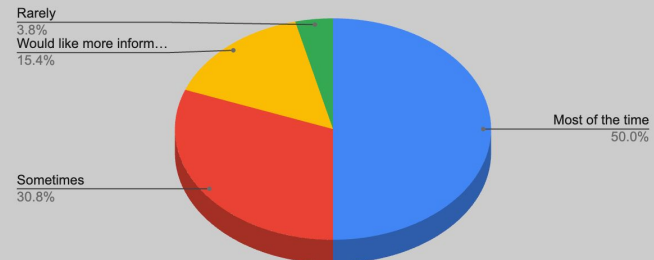
I feel confident in implementing strategies that help EAL learners in: 📖 Reading



Prompt: I feel confident in implementing strategies that help EAL learners in: Speaking 🗣️



I feel confident in implementing strategies that help EAL learners in: ✍️ Writing



Findings

Why is intentional planning so important?

- Scheduling a regular meeting time and setting a clear time frame were vital to show commitment and collaboration were important and valued.
- Using structured planning resources allowed for more effective conversations between the EAL teacher and the homeroom teacher
 - focusing on the students' needs and supports alongside learning targets
 - considering what was needed to optimize instructional success
- Planning allowed the EAL teachers to know the learning target/model of co-teaching and align instruction and come prepared for the lesson.
- Students benefited from the intentional supports and scaffolding made available to them.
- Allowed EAL teachers to have an awareness of our roles/presence within the class/school and feel valued and purposeful

Findings

Why is intentional planning so important?

Data Collection	Major Takeaways	Now What?
Staff Meeting	<p>Recognizing that faculty are at different points in their co-teaching journey and need support in understanding the value and impact of two teachers in the classroom.</p> <p>Small manageable changes - commit to one thing - give time to try and change and get feedback and time to celebrate.</p>	<p>Use the beginning-of-year staff meeting to review shared co-teaching agreements. Emphasize the importance of recognizing teacher strengths and growth areas, and building a shared understanding of co-teaching roles in the classroom. Small manageable changes - commit to one thing - give time to try and change and get feedback and time to celebrate.</p>
Teacher Survey	<p>Staff responses showed a varied understanding of best practices and methodology for multilingual learners. Most staff members are interested in increasing their pedagogical knowledge of supporting language, yet are unsure how to achieve that goal. Teachers are eager to engage in the collaborative process to strengthen learner success.</p>	<p>These survey results have guided us to target areas of growth in our collaborative instructional process. We are beginning to implement co-planning structures during planning meetings which help us provide teachers with instructional strategies and address challenges in supporting multilingual learners. We will continue to structure conversations and professional development sessions using these results.</p>
Structured Planning Meetings	<p>Sending Google invites helped honor everyone's time. The guiding questions focused conversations on student needs rather than just lesson content. Together, we ensured clarity on what each student needed to reach the learning target.</p>	<p>Continuing to use this model. Invite new teachers to watch a co-planning meeting. Building relationships that compliment each other.</p> <p>"Student -centered collaborative discussions that allow each educator to better understand the unique perspectives and expertise colleagues bring..." (Honigsfeld & Cohan, (2024)</p>
Teacher Conversations/ Reflections	<p>It was obvious to everyone that targeted intentional planning was incredibly valuable. Time was well spent in the classrooms and students received the support they needed to be successful and feel empowered.</p>	<p>Continue to grow the reflection piece to revisit what went well or did not go well and why. Keep building the relationship between teachers and asking how can we continue to change and grow?</p> <p>"Celebrate and elevate what is already working to build confidence and positivity" Katie Novak.</p>

How do our findings impact our school?

- Promotes a positive, productive shared responsibility for delivering instruction
- Values individual expertise and allows staff to build on that expertise
- Gives us a direction for how to better implement co-teaching in our wider school community

Discussion

Why is this important at a larger scale?

- The tools/processes we found successful can be available for other schools to utilize and adapt.
- This action research is a valuable addition to the ongoing task of effective and successful co-teaching and collaboration



Conducting workshops is a successful method to spread knowledge and develop common understandings.

Reflections about Research

- Part of our responsibility as EAL instructors is to take the initiative in co-constructing collaborative structures.
- We are thankful for the opportunity to read relevant literature and improve our craft based on our research.
- We feel empowered to help develop our program and make changes within our school community.
- We find the research results valuable and agree that large-scale change is necessary. However; small, manageable changes with clear communication are key.

Looking Forward

We will...

- Implement a structure for faculty meetings/professional development at the start of the year to find common ground with co-teaching and co-assessing (with homeroom/specialists)
- Follow through with planning and conducting year-long professional development (*with admin. approval and input*)
- Continue to implement co-planning resources and tools
- Create opportunities for observations of planning sessions and co-teaching
- Create co-teaching agreements with teachers
- Continue to build on and celebrate our successes