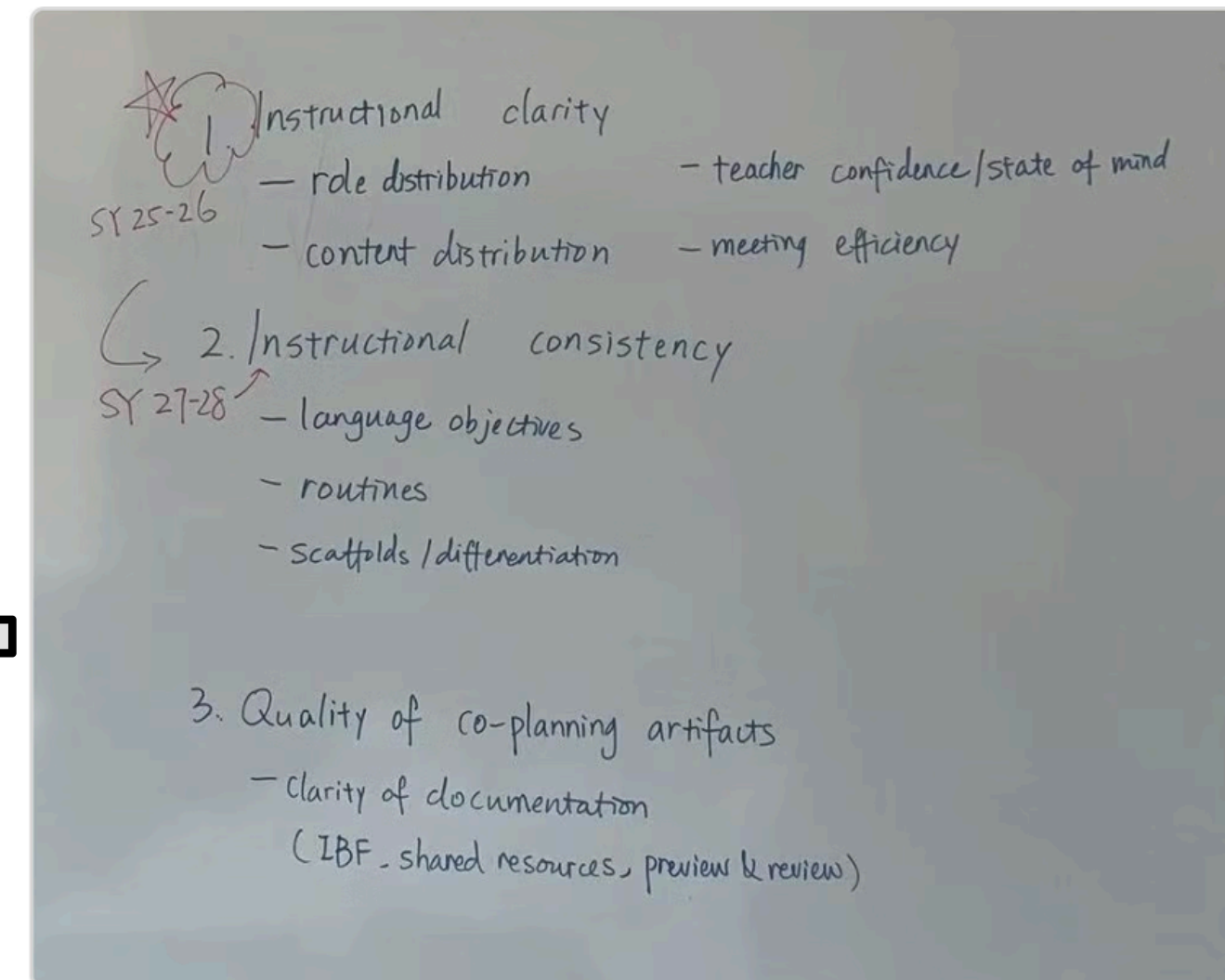
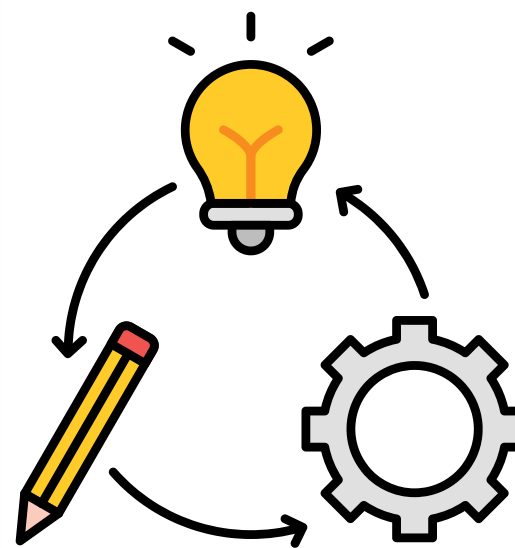
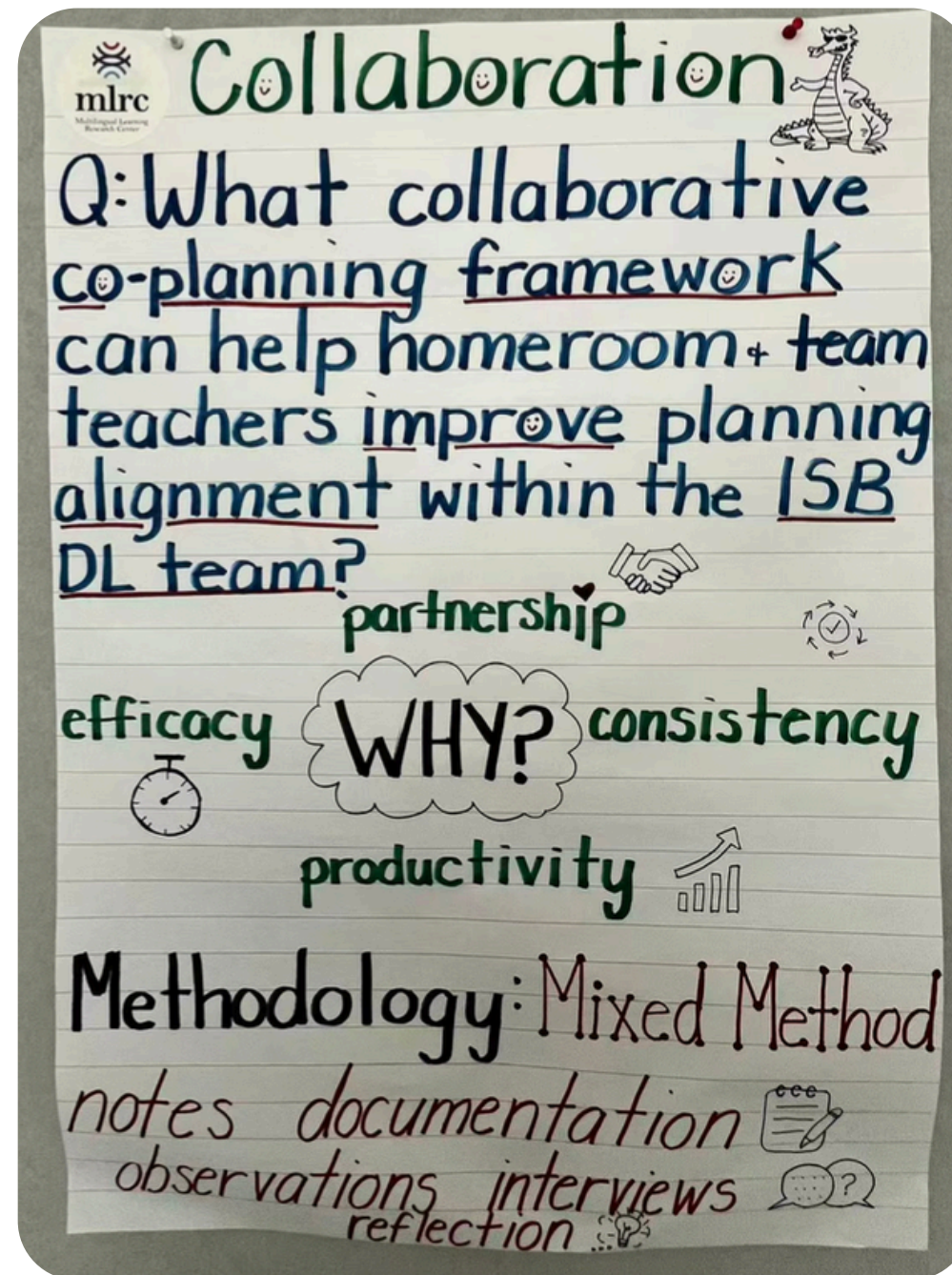


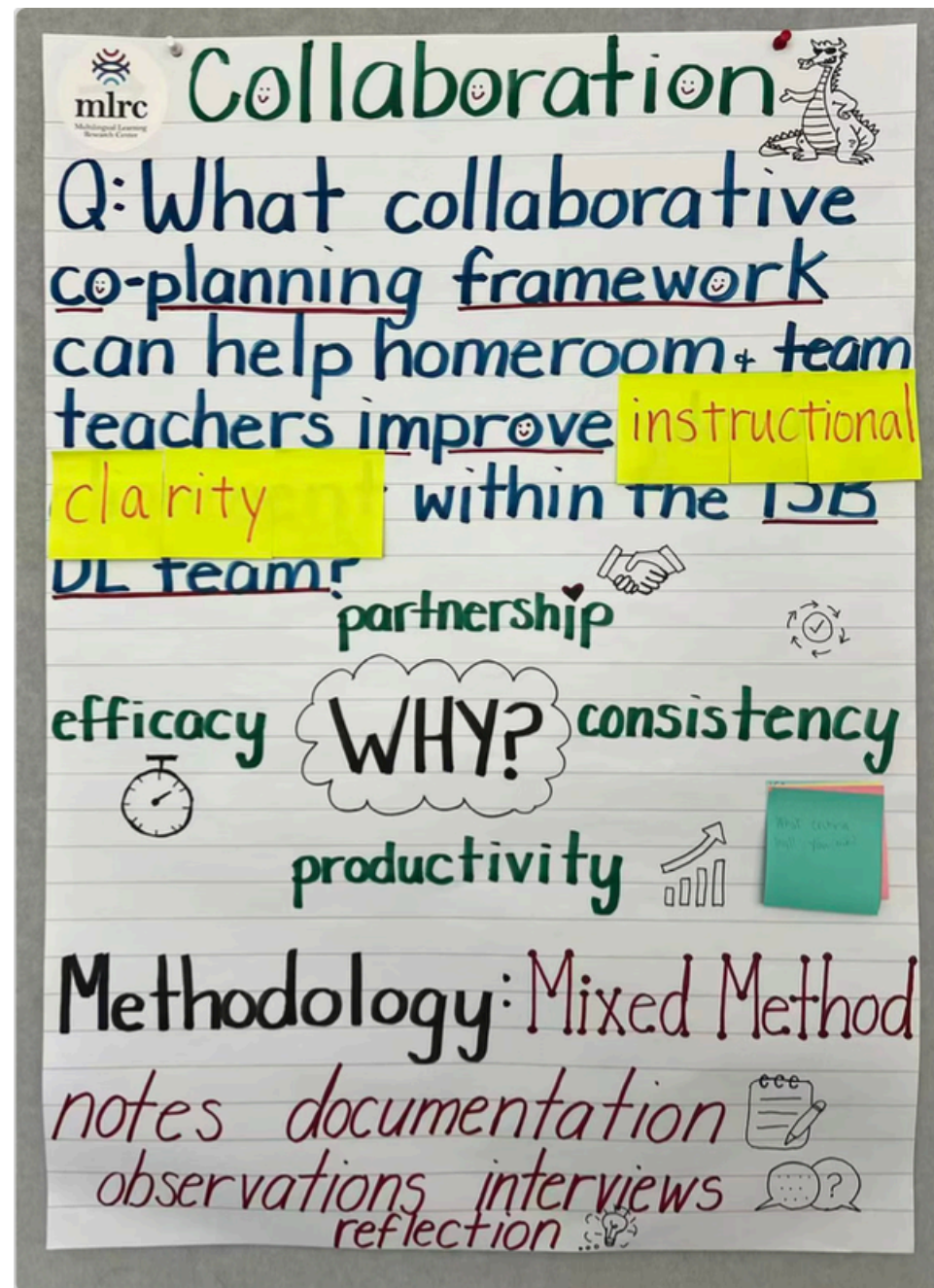
MLRC ACTION RESEARCH: COLLABORATION

Alina, Jessica, Michelle, Paty and Weiyi |
International School of Beijing

RESEARCH QUESTIONS – INITIAL FORMULATION



RESEARCH QUESTIONS – REVISED VERSION



WHAT COLLABORATIVE CO-PLANNING
FRAMEWORK CAN HELP HOMEROOM
AND TEAM TEACHERS IMPROVE
INSTRUCTIONAL CLARITY WITHIN THE
ISB DL TEAM?

LITERATURE REVIEW – OVERVIEW

School-based collaboration as a learning context for teachers: A systematic review

Research suggests that the effectiveness of teacher collaboration lies not in the existence of collaborative structures, but in the quality of the collaborative process—particularly the extent to which teachers engage in focused, critical, and collective inquiry into teaching and student learning.

"The effectiveness of teacher collaboration lies not in structures, but in the quality of the collaborative process—especially focused, critical, and collective inquiry into teaching and learning."

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School-based collaboration as a learning context for teachers- A systematic review

LITERATURE REVIEW – OVERVIEW

⇒ ALINA GARDNER [STAFF] 4/18/26 10:17AM

Better together article

[article link](#)

Big ideas:

- Teacher collaboration as essential for serving multilingual learners, not optional.
- Four-pillar framework: *Collaborative Planning*, *Co-teaching*, *Collaborative Assessment*, and *Collaborative Reflection* as interconnected practices
- shift away from pull-out EAL programs toward integrated, collaborative models

parts that related to our outcome:

- **Teacher's state of mind:** The article emphasizes that "collaboration requires developing not only skills but also dispositions" and highlights the importance of collective efficacy and shared beliefs about multilingual learners.
- **Content/role distribution:** Table 1 explicitly outlines what teachers do during collaborative planning (co-develop routines, prepare unit/lesson plans, design assessments, select accommodations) and what leaders enable.

Table 1.

	What teachers can do	What leaders can do
<i>Collaborative planning</i>	• Co-develop instructional routines and strategies • Prepare unit/lesson plans with attainable and rigorous content/language objectives • Design appropriate formative and summative assessment measures • Select instructional accommodations and accelerations based on students' academic and linguistic needs	• Provide common planning time • Establish schoolwide norms and expectations for co-planning • Ensure all necessary curricular materials and instructional tools • Provide professional development, coaching and support to maximize collaborative planning

LITERATURE REVIEW – OVERVIEW

➞ HUANYUE WANG [STAFF] 4/18/26 10:18AM

Literature Review: Co-Teaching With Multilingual Learners

STANCE: Philosophical Foundation for Collaboration

- The research establishes a clear **equity-centered stance** on collaborative co-teaching for multilingual learners. Dove and Honigsfeld (2023) emphasize that **integrated collaborative instruction is based on the equity principle that multilingual learners (MLs) should not need to leave their general education classes** to develop English proficiency, nor should they receive fragmented support services.

• Key Stance Elements:

1. Shared Ownership & Parity

True collaboration requires **equal status and shared ownership** for fostering academic, linguistic, and social-emotional learning needs of MLs. Flores (2012) identifies that when teachers lack equity and balance, "pseudo-collaboration" emerges rather than genuine partnership. At secondary levels, content expertise is often valued over language expertise, creating hierarchies that undermine collaborative efforts.

2. Rejection of Deficit-Based Models

The research explicitly rejects **isolated, deficit-based remediation** approaches where MLs are pulled out for standalone instruction. Instead, MLs benefit from **strategic, multidimensional opportunities** to develop English skills while simultaneously learning grade-level core curriculum alongside English-fluent peers.

3. Collaborative Cycle as Non-Negotiable



Co-Teaching With Multilingual Learners_ Key
Themes From Emerging

LITERATURE REVIEW – OVERVIEW

⇒ PATY CASTRO [STAFF] 4/18/26 10:32AM

Empowered Educators

Connection:

The article supports this research by emphasizing that collaboration and co-planning are essential for effective instruction.

Stance → Why our research matters

The article's stance supports our research because it says:

- Teachers should **work together (collaborate)**
- **Co-planning is important** for effective teaching
- All teachers share responsibility for **language + content learning**

Connection to our question:

- Our focus on a **co-planning framework** directly matches the article's belief that collaboration improves teaching.
- It supports the idea that better collaboration can lead to **clearer instruction**.

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Empowered-Educators_How-High-Performing-Systems-Shape-Teaching-Quality-Around-the-World-Ch-4

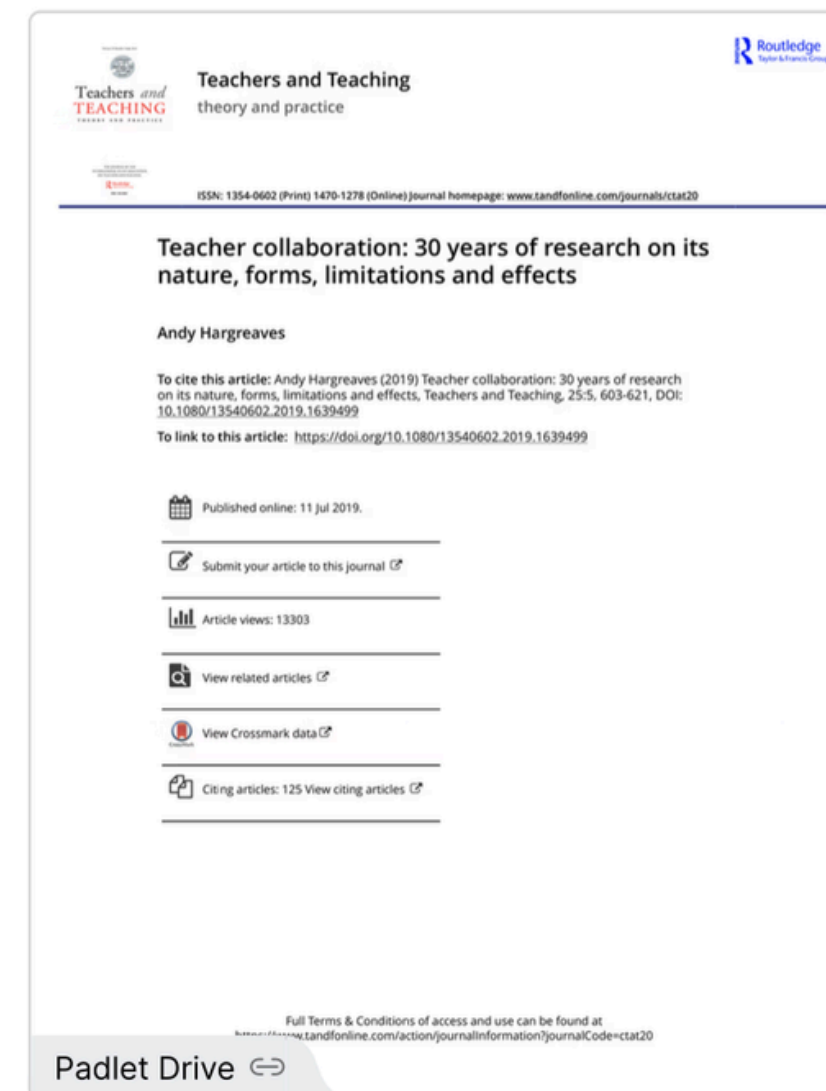
LITERATURE REVIEW – OVERVIEW

⇒ JESSICA XIA [STAFF] 4/18/26 10:36AM

Teacher Collaboration 30 years of research by Andy Hargreaves

Hargreaves argues that **not all collaboration improves outcomes**—collaboration's effectiveness depends on *how it's designed and implemented*. Co-planning is **teacher-driven, purposeful, and grounded in evidence** about where students struggle with clarity.

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Andy-Hargreaves-2019-Teacher-collaboration_30-years-of-research

LITERATURE REVIEW – OVERVIEW

⇒ ALINA GARDNER [STAFF] 4/18/26 10:38AM

Dove & Honigsfeld (2023) - Co-Teaching With Multilingual Learners

[article link](#)

- **Co-planning role distribution:** The article identifies ENL teachers' struggle to "coordinate co-planning with up to five teachers, each having different grade levels and content areas" (Clark-Gareca & Mumper, 2020)
- **Meeting efficiency:** Describes co-planning as "sites of negotiated meaning and knowledge construction" requiring "consistent and deliberate collaboration"
- **Teacher's state of mind:** Highlights the shift in ESOL teachers' perception—from "teaching language to teaching content" (McClure, 2020), revealing identity and dispositions issues
- **Content distribution:** Documents the problem that "content drove the instruction and there was little evidence of systematic English language development instruction"

The Six Themes (Your Literature Review Anchors):

1. **Involvement and Support of School Leaders** — Administrative commitment as "nonnegotiable"
2. **Co-Planning Time and Process** — "Success of any true co-teaching practice depends on the success of co-planning"
3. **Capacity Building** — Continuous learning through "focused collaborative cultures"
4. **Integration of Language and Content** — Hallmark of best practices
5. **Co-Teacher Parity, Compatibility, and Relationships** — Trust, shared ownership, equity
6. **Establishing a Framework for Collaboration and Decision Making** — Structured, shared understanding

Direct Relevance to Your Study:

- **Co-planning role distribution:** The article identifies ENL teachers' struggle to "coordinate co-planning with up to five teachers, each having different grade levels and content areas" (Clark-Gareca & Mumper, 2020)
- **Meeting efficiency:** Describes co-planning as "sites of negotiated meaning and knowledge construction" requiring "consistent and deliberate collaboration"
- **Teacher's state of mind:** Highlights the shift in ESOL teachers' perception—from "teaching language to teaching content" (McClure, 2020), revealing identity and dispositions issues
- **Content distribution:** Documents the problem that "content drove the instruction and there was little evidence of systematic English language development instruction"

LITERATURE REVIEW – OVERVIEW

⇒ WEIYI QIAN [STAFF] 4/18/26 10:40AM

School-based collaboration as a learning context for teachers: A systematic review

STANCE: What does this research say?

Collaboration is only effective when it is designed as a learning process, not just time to plan together.

- Teacher collaboration can:
 - Improve instruction
 - Deepen understanding of student learning
 - Support teacher growth
- However:
 - Time and meetings alone do not lead to effective collaboration
 - Poorly structured collaboration can limit learning

Key takeaway:

Process matters most

High-impact collaboration includes:

- Clear goals and focus
- Critical analysis of teaching and student learning
- Collective (not divided) work
- Active teacher participation

Connection to our research:

Instructional clarity improves not from co-planning itself, but from how teachers think, question, and make meaning together during planning.

LITERATURE REVIEW – OVERVIEW

⇒ ALINA GARDNER [STAFF] 4/18/26 10:47AM

Envisioning Collaboration

STANCE: Teacher "Envisioning" as Foundation for Collaboration

This article introduces a **critical sociocultural lens** that complements both previous sources:

Core Concept: "Envisioning" The authors define **envisioning** as teachers' *joint construction and shared understanding* of their teaching efforts—not individual beliefs, but **collaborative vision**.

- **Teacher's state of mind** is foundational—it shapes whether teachers view

collaboration as mutual or hierarchical

- **Role distribution clarity** emerges from shared vision, not top-down assignment
- **Content distribution** decisions reflect teachers' joint understanding of curriculum priorities

"When pairs envisioned their work as collaborative, they created a synergy that constructed a broader network of resources for ELLs by bringing together more people, materials, ideas and abilities than either teacher was able to generate alone."

Key Finding for Your Research: The way teachers **perceive and frame** their collaboration matters **more than structural supports**. This article found that:

- Kathleen & Gina (voluntary, no paid planning time) succeeded through shared vision
- Dorothy & Hannah (mandated, with paid time) struggled due to misaligned envisioning
- Samantha & Tanya (no co-teaching) succeeded through mutual respect and shared purpose

Relevance to Your Framework:

- **Teacher's state of mind** is foundational—it shapes whether teachers view collaboration as mutual or hierarchical
- **Role distribution clarity** emerges from shared vision, not top-down assignment
- **Content distribution** decisions reflect teachers' joint understanding of curriculum priorities

LITERATURE REVIEW – OVERVIEW

⇒ PATY CASTRO [STAFF] 4/18/26 10:18AM

Collaboration: Working Together to Serve Multilingual Learners

Connection:

This strongly supports our research because our question focuses on **collaborative co-planning**, which the article identifies as a key part of effective teaching.

Stance → Why your research matters

The article's stance is that:

- **Collaboration is essential** for supporting multilingual learners
- Teachers must **co-plan, co-teach, co-assess, and reflect together**
- All teachers share responsibility for both **language and content learning**

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WIDA
UNIVERSITY OF WISCONSIN-MADISON

FOCUS BULLETIN

July 2020
(Updated November 2025)

COLLABORATION: Working Together to Serve Multilingual Learners

Collaboration is one of the four Big Ideas of the WIDA English Language Development Standards, 2020 Edition.

These four Big Ideas anchor the standards and are interwoven throughout the document:

1. Equity for Multilingual Learners
2. Teach Language and Content Together
3. Functional Approach to Language
4. Collaboration Among Stakeholders

A new set of comprehensive resources will replace earlier standards-related publications from 2007 and 2012. Look for them soon at wida.wisc.edu/teach/standards/eld

Why Collaborate?

Today's schools are more diverse, culturally and linguistically, than ever before—and multilingualism is the new norm. In 21st-century classrooms, English proficiency cannot be seen as a prerequisite to meaningful participation in the core curriculum; instead, language must be viewed as something that is developed in the process of learning, when students are supported and have access to the richest curriculum our schools have to offer. Therefore, all teachers need to share responsibility for both engaging all learners in the core curriculum and developing essential language skills. WIDA supports collaboration to serve multilingual learners by (1) integrating language and content learning and (2) building on what students and teachers can do.

In an 8th-grade English language arts class at Northwood Middle School, co-teachers Linda Kahn, Lisa Petite, and Kristen Douglass engage in a highly integrated and collaborative approach to teaching. Through thoughtful planning and teamwork, this co-teaching triad is able to design direct instruction lessons that engage students and various learning structures. The teaching roles are shared throughout any given lesson, with Ms. Petite leading an introduction and then all three teachers seamlessly working with smaller groups and reinforcing skills. As these teachers exchange eye contact, model conversations for students, and flexibly respond to student needs, it resembles something like synchronized swimming: harmonious, fluid, and incredibly artistic.

—Lindsey Rose, EL/Dual Language District Director, District 112, Illinois

Padlet Drive ⇒

WIDA Focus Bulletin: Collaboration 1

COLLABORATION- Working Together to Serve Multilingual Learners

LITERATURE REVIEW – OVERVIEW

School-based collaboration as a learning context for teachers: A systematic review

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"The effectiveness of teacher collaboration lies not in structures, but in the quality of the collaborative process—especially focused, critical, and collective inquiry into teaching and learning."

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School-based collaboration as a learning context for teachers- A systematic review

KEY THEMES AND FINDINGS--STANCE

STANCE (Synthesis)

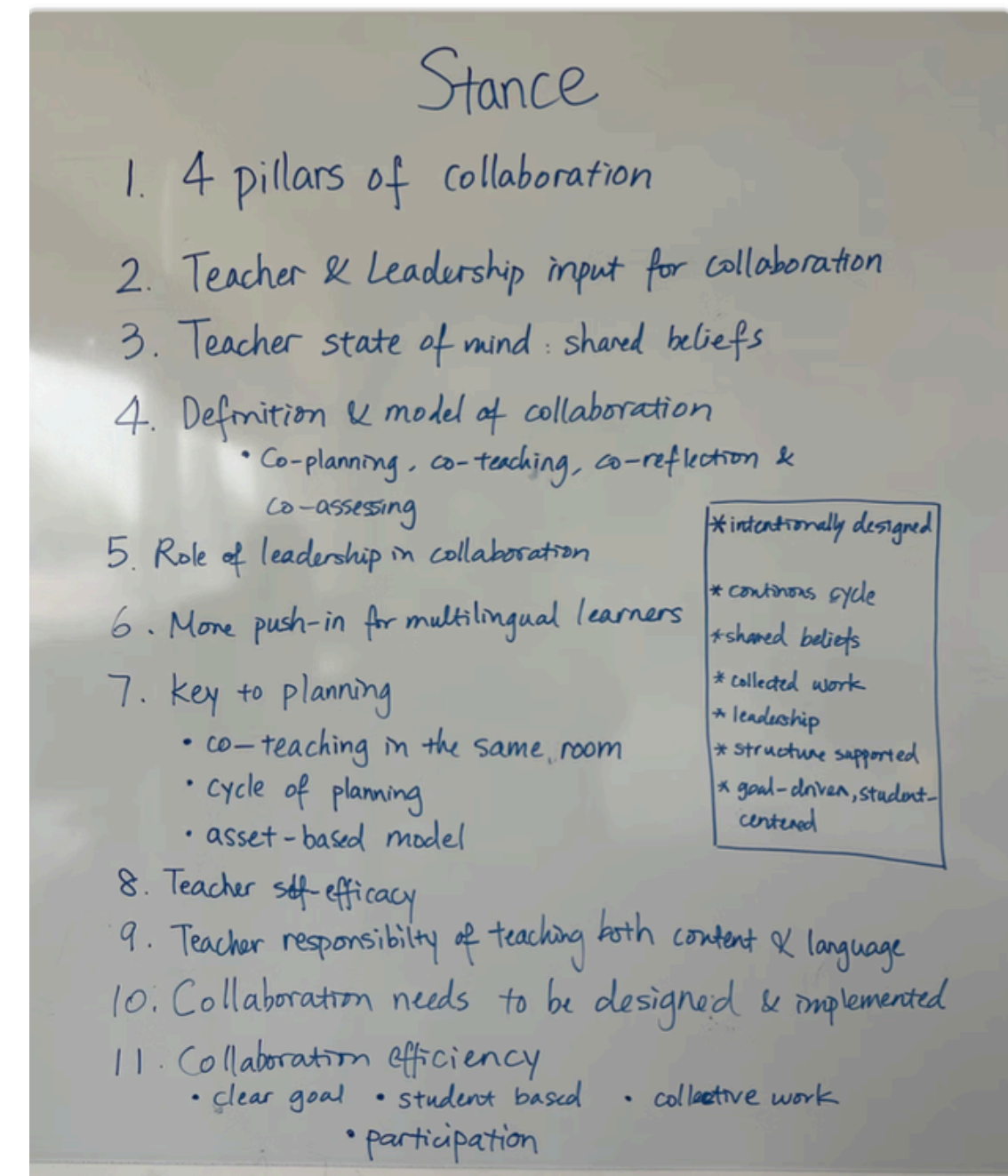
- Collaboration must be intentionally designed, not just scheduled
- It is a continuous cycle: co-plan, co-teach, co-reflect, co-assess
- Effective collaboration requires shared beliefs, including:

asset-based thinking

- collective responsibility for content and language
- The focus is on collective work, not divided tasks
- Leadership plays a key role in shaping and sustaining collaboration
- Structures (e.g., co-teaching, push-in) support collaboration, but do not guarantee it COLLABORATION- Working Together to Serve Multilingual Learners
- Collaboration should be goal-driven, student-centered, and efficient

One-line synthesis:

Effective collaboration is intentionally designed, grounded in shared beliefs, and driven by collective, student-centered instructional work.



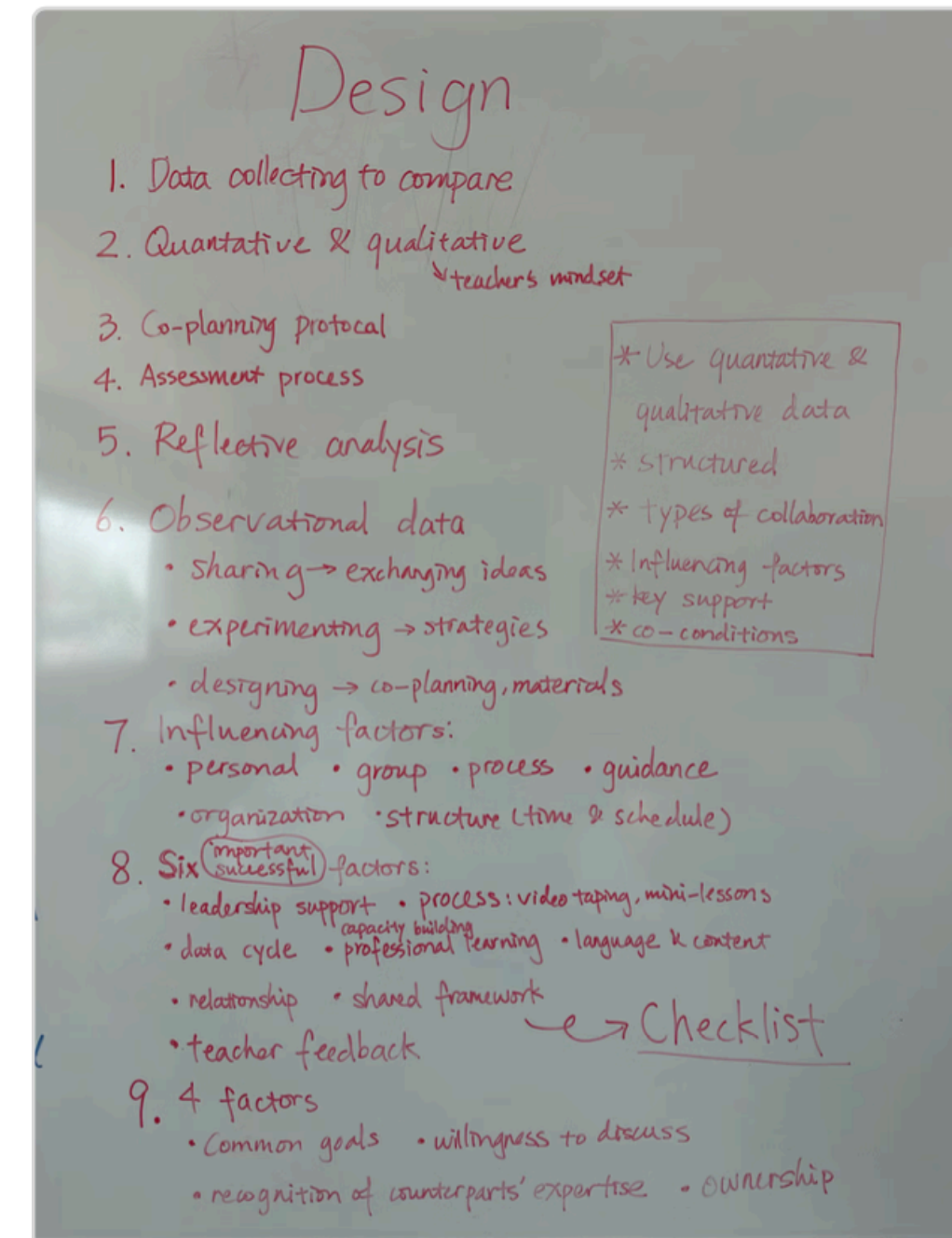
KEY THEMES AND FINDINGS--STANCE

DESIGN (Synthesis)

- Uses quantitative & qualitative data: observations, reflections, student data
- Structured through: protocols, data cycles, reflection
- Types of collaboration: sharing (ideas), experimenting (strategies), designing (co-planning)
- Influencing factors: personal, group, process, guidance, organization, structure
- Key supports: leadership, shared goals/framework, artifacts (video, student work), feedback & trust
- Core conditions: common goals, open discussion, shared ownership

One-line synthesis:

Effective collaboration is structured, data-informed, and supported by shared goals, leadership, and teacher engagement.



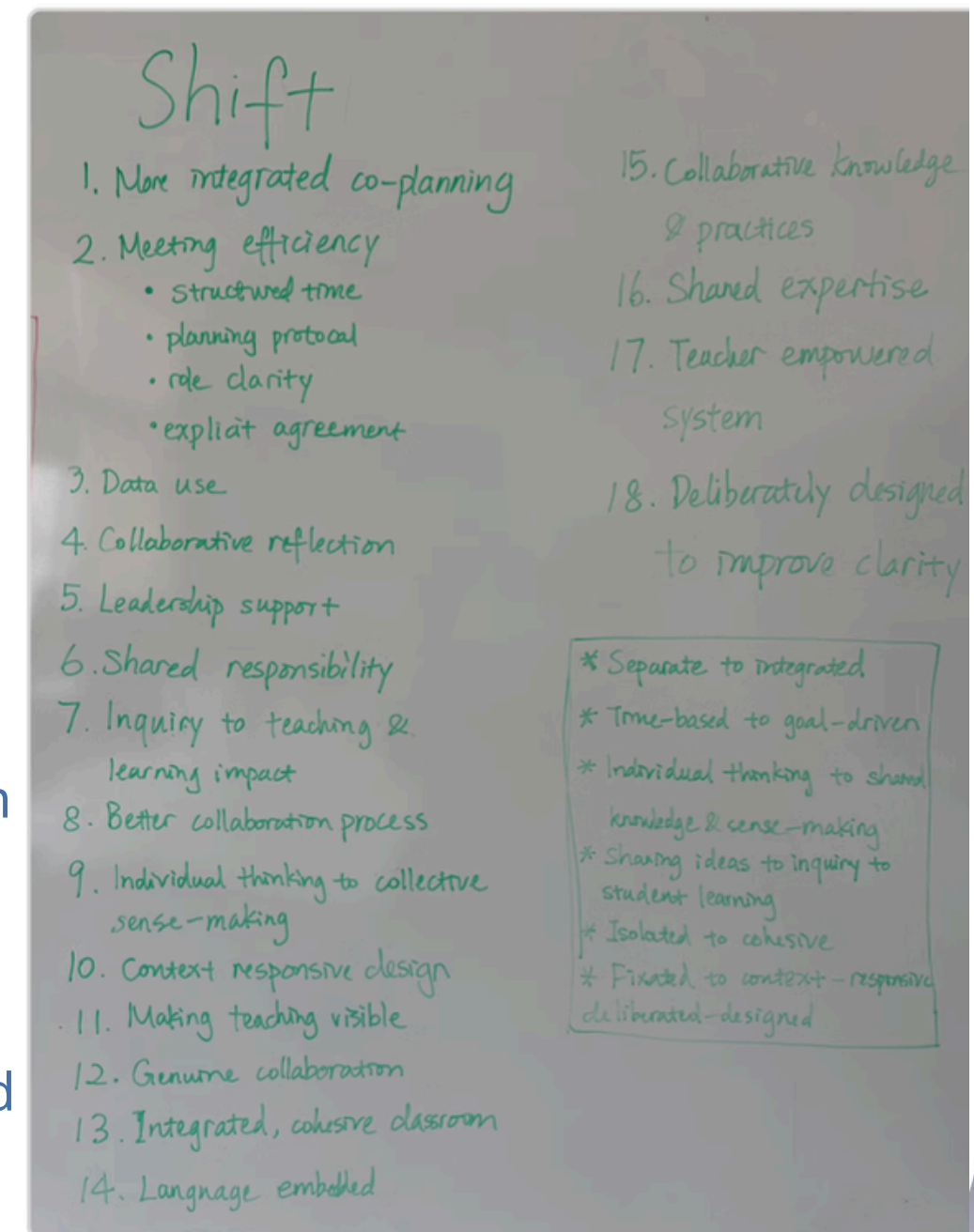
KEY THEMES AND FINDINGS--SHIFTS

SHIFT (Synthesis)

- From separate, informal planning → to integrated, structured co-planning with clear roles and protocols
- From time-based meetings → to efficient, goal-driven collaboration
- From individual thinking → to collective sense-making and shared responsibility
- From sharing ideas → to inquiry into teaching, learning, and impact (using data & reflection)
- From isolated practice → to cohesive, visible instruction across classrooms
- From fixed approaches → to context-responsive, deliberately designed systems
- From individual expertise → to shared knowledge and teacher empowerment (supported by leadership)

One-line synthesis:

Collaboration is shifting toward structured, collective, and intentionally designed practices that center on shared responsibility, inquiry, and instructional clarity.





METHODOLOGY – ACTIONS TO ALIGN WITH THE SHIFTS

METHODOLOGY – DATA COLLECTION

Methods Used

Data Collection

Quantitative:

1. Microsoft Form: Co-planning checklist

Qualitative:

1. Microsoft Form: Self reflection pre-shift and post-shift

Participants

Whole DL Team

METHODOLOGY – DATA COLLECTION

DL Co-Planning Implementation Checklist
(Focus: Use co-planning framework to improve instructional clarity)

Step 1: Align the Learning

☐ We agreed on:

- Content goal: _____
- Language goal: _____

☐ We clarified:

- What should students **know/do/say** by the end
- What success looks like (in both languages)

Step 2: Identify Student Needs (5 min)

☐ We identified at least:

- 1 likely misconception
- OR 1 actual student need (based on data/work)

☐ We agreed:

- “Students may struggle with _____ because _____”

Step 3: Co-Decide Key Instruction (10 min)

☐ We agreed on:

- 1–2 key teaching strategies (not everything)

☐ We aligned on:

- How we will introduce the concept
- How we will check for understanding

Padlet Drive ↔

DL Co-Planning Implementation Checklist

4/18/26, 2:49 PM Co-Planning Teacher Self-Reflection Pre-Survey

Co-Planning Teacher Self-Reflection Pre-Survey

Purpose: Measure how teachers perceive their co-planning effectiveness using the 8-step DL Co-Planning Checklist **When to Administer:**

- **Pre-Survey:** Before introducing the checklist
- **Post-Survey:** After 4–6 weeks of consistent checklist use

Time to Complete: 3–5 minutes

* This form will record your name, please fill your name.

1. Planning Team (e.g. G3 Michelle + Alina) _____

2. During the co-planning meeting, how clearly were the content and language goals agreed upon? (1 = Not clear at all, 5 = Extremely clear)

1 2 3 4 5

3. During the co-planning meeting, how confident did I feel that students' needs were identified and planned for? (1 = Not confident, 5 = Very confident)

1 2 3 4 5

4. During the co-planning meeting, how well did the team agree on 1–2 key teaching strategies? (1 = Not well at all, 5 = Very well)

1 2 3 4 5

5. During the co-planning meeting, how effectively did the team plan explicit language or content supports (e.g., vocabulary, sentence frames)? (1 = Not effective, 5 = Very effective)

1 2 3 4 5

6. During the co-planning meeting, how clearly did the team agree on what student evidence to collect? (1 = Not clear at all, 5 = Extremely clear)

1 2 3 4 5

7. After the co-planning meeting, how clear do I feel about the content and language expectations? (1 = Not clear at all, 5 = Extremely clear)

1 2 3 4 5

Padlet Drive ↔

Co-Planning Teacher Self-Reflection Pre-Survey

METHODOLOGY – DATA ANALYSIS

Key Data

Area	Average Rating (1–5)
Focus on student learning	4.57
Active & efficient participation	4.43
Confidence in consistent learning across classrooms	4.29
Shared understanding of what/how to teach	4.00
Clarity of content & language goals (during)	4.07
Clarity of evidence to collect	3.79
Agreement on 1–2 key strategies	3.71
Planning explicit language supports	3.50

Lowest individual team ratings (G3 example):

- Language supports: 1/5
- Evidence clarity: 2/5

Most commonly cited need:

“A consistent co-planning framework that addresses all instructional areas.”



BRIEF FINDINGS – PRE-SURVEY SUMMARY

Summary

Teachers rate co-planning **positively overall** (averages 3.5–4.6 out of 5), especially for **student-centered discussion** (4.57) and **active participation** (4.43). However, **explicit language supports** (3.50) and **agreement on key teaching strategies** (3.71) are consistent weak points.

Top challenges from open-ended responses:

- Lack of a structured co-planning protocol
- Limited time
- Language goals often overlooked
- Inconsistent use of student evidence to guide planning

Celebrations include:

- Shared pacing guides and documents
- Clear roles and responsibilities
- Strong trust between partners

BRIEF FINDINGS – SUMMARY

Based on initial findings from the pre-survey (April-May 2026) and checklist data (May 2026), the structured co-planning checklist shows promise in improving instructional clarity. However, teachers need more time to use this checklist, and post-survey data is needed to measure growth.

IMPLICATION

- IMPLEMENT THE DL CO-PLANNING CHECKLIST ACROSS THE DL TEAM NEXT SCHOOL YEAR

DL Co-Planning Implementation Checklist

(Focus: Use co-planning framework to improve instructional clarity)

Step 1: Align the Learning

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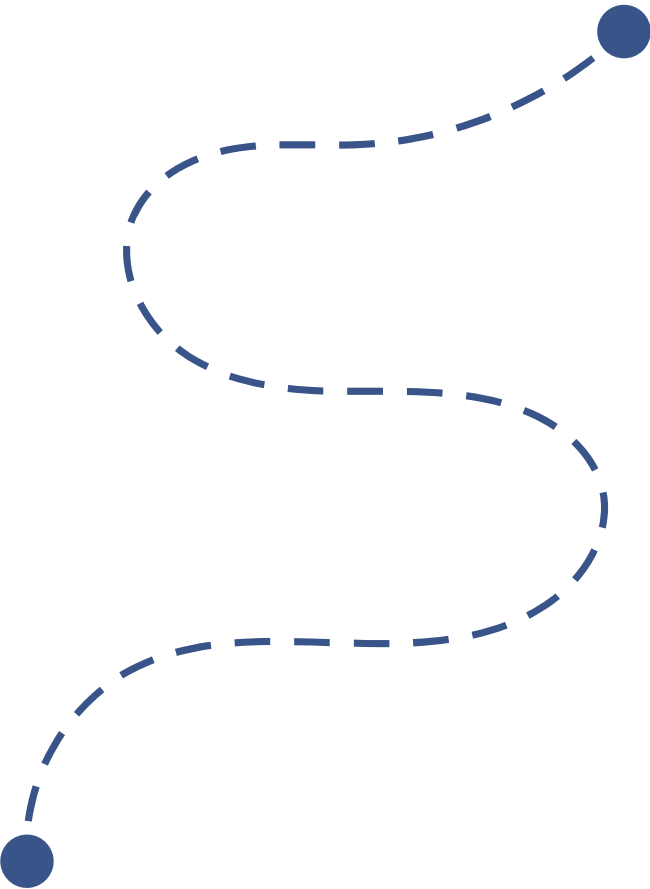
☐ We aligned on:

- How we will introduce the concept
- How we will check for understanding

Padlet Drive ⇄

DL Co-Planning Implementation Checklist

NEXT STEPS



Phase	Timeline	Key Activities
Phase 1: Continued Use	August – December 2026	Teachers use checklist consistently during co-planning meetings.
Phase 2: Mid-Year Check	January 2027	Brief check-in; gather informal feedback; make adjustments.
Phase 3: Post-Survey	April – May 2027	Administer post-survey (same questions as pre-survey).
Phase 4: Data Analysis	May – June 2027	Compare pre- and post-survey data; analyze checklist trends.



THANK YOU
QUESTIONS & DISCUSSION
WELCOME