

COLLABORATIVE PLANNING TO  
INTEGRATE LANGUAGE AND CONTENT INSTRUCTION:  
A Case Study

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## Abstract

Rapid growth in school ESL populations has led to increased mainstreaming of ESL students in the regular classroom. These students require long term support to be able to reach a level of competence where they can successfully handle academic content. Thus content teachers are required to further expand their role to include taking responsibility for language development as well as content knowledge. However, research has highlighted the lack of positive attitudes on the part of content teachers towards changing instruction for the ESL student. This thesis examines the emerging process of collaborative planning between an ESL Resource teacher and content teachers with the aim of helping the classroom teacher adapt teaching processes for ESL learners in a way which is developmental, contingent and owned by the classroom teacher. A shared frame of reference of the need to integrate language and content instruction was the basis of this collaboration. Data is qualitative and includes observation, document collection and tape recordings made by the researcher who was a participant/observer. The particulars of this developmental process and the contextual factors which affected implementation are presented.

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## Dedication

This thesis is dedicated to the memory of my mother, Sybil Georgina Dempsey.

Her unconditional love provided me with the support and strength to believe in myself.



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## Chapter One: Introduction

### 1.1 Purpose of the Study

This study documents the first two years of the implementation of a curriculum and teacher development innovation to establish collaborative planning as a process to integrate language and content instruction. It describes the nature of the collaborative process developed and the context within which it occurred.

### 1.2 Research Question

In this study the question asked is:

"What forms and within what context does the emergent process of collaboration work actually take, between classroom teachers and an ESL Resource teacher, toward the goal of integrating language and content instruction?"

### 1.3 Significance of the Study

Recently, there has been a rapid growth in the English as a Second Language (ESL) population within the public school systems in many countries. (Crandall,1993, Bourne,1989). The response to this continued growth has been an increase in mainstreaming of these students into regular content classes. It has been shown by Collier (1989) and Cummins (1984) that it can take upwards of 5 to 8 years for students to reach a level of competence in their new language to be able to fully cope with academic language demands found in regular content classes. These students thus require long term support. One form of this support is through specific curriculum adaptation (Early ,1989) in the regular classroom.

Previously, ESL teachers were thought to be solely responsible for language teaching, while regular classroom teachers were responsible for content and process teaching. Students cannot ethically be withheld from the opportunity to grow cognitively until they have acquired a level of language proficiency that would allow teachers to focus on content, since this process can take as long as 5 to 8 years. Thus the presence of growing numbers of ESL students has created a new role for mainstream teachers, requiring them to take responsibility for ESL students' language development as well as content knowledge. This involves a change in beliefs as well as teaching practices for the regular classroom teacher. Fullan and Hargreaves (1991) note that change is a difficult personal and social process and that

teachers need to be supported through the implementation of a change. There is a need then, to assist mainstream teachers in systematically integrating language and content teaching.

Collaboration between ESL teachers and mainstream teachers is an attractive option. Collaboration between teachers in general, is viewed as being supportive of change in schools that is long lasting (Little 1990, Rosenholtz , 1989). It has also been noted that collaboration does not just naturally occur. By examining what happened in a particular situation where one ESL teacher's principle role was to collaborate with classroom teachers around the joint goal of improving instruction for ESL students through integrating language and content instruction, insight is gained into the process which emerged and also the context within which it occurred.

## 1.4 Background to the Study

### 1.41 ESL Pilot Project

The Vancouver School Board ESL Pilot Project was developed in response to the increasing numbers and diversity of English as a Second Language (ESL) students in this urban district's schools. The purpose was to identify the optimal support to meet the academic and social/ integration needs of ESL students at all levels of language and culture acquisition. The stated criteria for selection of six elementary schools and four secondary schools was in part , the willingness of a staff: to

support a collaborative planning and teaching model; to form a steering committee to help support implementation at the school level; to commit the major portion of their allotted professional development to pilot objectives. As well, the selected schools were to represent the varying ESL populations and geographic areas in the city. The District would offer support to those selected schools with additional staffing, staff development programs to focus on strategies and techniques to improve joint teaching of language and content and collaborative consultation and additional curricular resources.

#### 1.42 School Setting

The elementary school where this study was located was one of the six selected for the Pilot Project. It has a student population of about five hundred and thirty-one full time equivalent (F.T.E.) teaching positions. Amongst the student population, kindergarten to grade seven, there are twenty home languages and twenty-eight countries of birth (including Canada) represented. The students come from families with a wide range of educational backgrounds and income levels. The majority though, are working class. This school has a relatively stable population, where most families remain in the neighbourhood for extended periods of time. The transfer rate is <10%. In 1990, according to the Ministry of Education Form 1701, 76.8% of the student population is ESL. This is higher than the district average of 45% ESL. Prior to the Pilot, specialized services for ESL students included a District reception class for students in grades four to seven at the beginning level of L2

acquisition and a Special Needs position providing a pull-out program for grades one to seven mainstreamed ESL students. During the Pilot, in addition, staffing included a primary reception class for beginning level students in grades one to three, a Support teacher, who serviced grade one to three students in the regular classes in a pull-out and team teaching program, and a Resource teacher who provided collaborative planning, development of materials and on-site professional development. This Resource teacher was also the researcher.

#### 1.43 Study Population

The study population was generally all of the regular enrolling classroom teachers at this school. Although participation and frequency of collaborative planning varied amongst this population, all were involved to some degree. As such, they became the population of observations and field notes. Of the twenty regular class teachers, four were male and sixteen were female. Their teaching experience ranged from two years to more than thirty years. Sixty percent had been at this school for more than ten years, while forty percent had joined the staff within five years of the time of this study. Prior to being selected as a Pilot school, the staff had participated in professional development activities which introduced the theories and some strategies which were the basis of the Pilot. Minimal changes in staff meant that once the Pilot began, eighty percent of the staff had had this previous training.

The more in-depth part of this study involved six of the regular classroom teachers, who taught grades two to seven. Two were male and four were female. Their teaching experience ranged from four to twenty years. Three had been at the school for more than ten years and the other three, less than five years. All were part of the pre-Pilot training, and one of the subjects had had previous collaborative experience with the teacher-librarian.

#### 1.44 Critical Features of the Innovation

The innovation examined in this study has four critical features. Integration of language and content teaching is the underlying focus of the program. Through professional development activities, the staff became aware of the need for long-term support for ESL students and the effectiveness of strategies which linked language, content and concept development. Secondly, Mohan's Knowledge Framework is used as an organizational tool for understanding both content concepts and academic language, by categorizing information into six knowledge structures which are common elements in all subject areas. The third feature involves use of Key Visuals to make graphically explicit the relationship between the underlying concepts in content and its underlying organization, as well as to teach the specific language structures necessary for the academic task at hand. Together, Key Visuals and the Knowledge Framework also assist in developing higher level thinking skills. The fourth feature involves an explicit expectation of collaborative planning between the content teachers and the ESL Resource teacher

towards the goal of integrating language and content teaching by adapting current strategies and curriculum using the Knowledge Framework and Key Visuals. There is also an assumption that this type of curricular adaptation will be beneficial not only for ESL students, but for all learners in the regular content classes.

### 1.5 Explanation of Key Terms

**Collaboration:** Direct interaction between at least two co-equal parties voluntarily engaged in shared decision making as they work toward a common goal.

**ESL students:** Students who are learning English as a second or additional language.

**L1:** A person's first language or native language

**L2:** A language spoken by a person which is other than their native language

**Academic Language:** According to Cummins (1984) this is language which is context-reduced and cognitively demanding. It is the language which becomes the medium of instruction to explain concepts, to discuss and debate ideas, and is found in texts to present information.



**Resource teacher:** A non-enrolling teacher on the staff of one school whose job it is to collaboratively plan with classroom teachers to integrate language and content teaching by adapting curriculum and teaching strategies.

**Content teacher:** A regular classroom teacher who may be responsible for teaching all subjects or who may have responsibilities for specific academic subjects.

## Chapter Two: Review of Literature

### 2.1 Introduction

One of the goals of the Vancouver School Board ESL (English as a Second Language) Pilot Project was to assist classroom teachers in the integration of language and content instruction for mainstreamed ESL and L1 students. This goal was to be facilitated in part through creating the role of ESL Resource Teacher, whose job it was to collaboratively plan teaching units and design and develop tasks which integrated language and content teaching and learning, with content classroom teachers. Another function of collaborative planning was to facilitate teacher development around issues arising from the linguistic and cultural diversity in regular classrooms. What forms does the integration of language and content actually take in the emergent collaborative work of a classroom teacher and an ESL resource teacher? This chapter will be a selective review of the literature examining three areas which impact on this study. The first will explore current thinking around the need to integrate language and content learning and the approaches which have addressed this need. Since this is an innovation in the schools, ideas on the change process in schools will be examined. Finally, current practice and views about collaboration as a planning process for teachers will be looked at.

## 2.2 Integrating Language and Content

Changes in demographics in many countries have resulted in school populations which are increasingly culturally and linguistically diverse (Crandall 1993, Reyes & Molnar, 1991). In response, educators and researchers have been looking at ways to meet the diverse needs of this changing and growing population. In her review of the literature, Crandall (1993) suggests that many of the program models which have been developed to meet those needs, "involve the integration of language and content instruction provided by the language teacher, the content/regular classroom teacher, or some combination of the two" (p.111). Mohan (1991) specifies and defines integration of language and content (ILC) as:

mutual support and cooperation between language teachers and content teachers for the educational benefit of LEP ( Limited English Proficient) students. Language development and content development are not regarded in isolation from each other and there is a focus on the intersection of language, content and thinking objectives. (p. 113)

He makes an important distinction from other types of content-based language teaching which use content solely as a means of language instruction while omitting content and thinking objectives.

## 2.21 The Need to Integrate Language and Content

As Mohan (1991) states, "language is the major medium of learning" (p.114) and hence an educational aim must be to offer language support to both L1 and L2 students to allow them academic success. One question researchers have explored is the length of time required for ESL students to master a second language for schooling. Cummins (1984,1992) noted that these ESL students, depending upon their age at arrival, length of residence and age at testing, require between five and seven years to approach grade norms in L2 academic skills, yet show peer-appropriate L2 conversational skills within about two years of arrival. He suggests that one major reason for the longer time required to master academic language is that "native speakers are not standing still waiting for minority students to catch up" (p.135). Collier (1987) also examined the length of time necessary for ESL students to attain the 50th percentile on content area, standardized tests in relation to age and found that on average four to eight years would be necessary. She also concluded that students' academic learning could not be put on hold until they became proficient at the academic language necessary for school success.

Therefore, if students are withheld from content for extended periods of time, they will inevitably drop behind their native speaker peers in content knowledge, regardless of how much previous content knowledge they may have had in their first language. On the other hand, if they are thrown into a native speaker environment in a content class, without appropriate support to themselves or to the

classroom teacher, there may be little hope of survival. Mohan (1991) thus identifies the need "for approaches to teaching LEP students which incorporate content goals and integrate language and content" (p.115).

## 2.22 Mainstream Teachers' Response

As the population of ESL students in the schools increases, more ESL students are being mainstreamed into content classes. A growing number of teachers of all subjects will have experience teaching language minority students. How do they approach the situation of teaching both content and language? In Gunderson's (1985) survey of content teachers, he found that 88% responded that they did not modify instruction for ESL students. Many of these teachers felt that, "English ability should be a prerequisite for their classes" (p.49). Of the 12% that indicated they did modify instruction, teaching language skills related to their content area was not listed as a strategy they employed. Winningham's (1990) study of five ESL students in regular content classes also found that language skills were not specifically taught. Rather "intuitive behaviors" such as talking slower and using gestures were used by content teachers to aid comprehension (p.7). Langer and Applebee (1987) found that content teachers were reluctant to devote time to writing activities unless they promoted learning of their content. In fact, they felt that writing activities in their classes would be work to support the English teacher, rather than their own subject. Other researchers such as Penfield (1987) have identified lack of specific ESL training as a factor influencing content teachers ability and willingness to integrate language

and content teaching for minority language students. From a survey of content teachers she found a need was expressed for training in how to teach content to ESL students.

This body of research highlights several implications. Firstly, given the length of time required to become proficient in the academic language necessary for content area learning, one or two years in a segregated reception class or pull-out program is not enough to prepare the students to be independently successful in mainstreamed content classes. Language support will need to be long term. Secondly, support for both the ESL student and the content teacher will be required to meet these students' academic, language and integration needs.

### 2.23 Approaches to Integrate Language and Content

Many researchers are thus beginning to recognize the need to find approaches to integrate language and content learning. In England, the National Curriculum requires all students, regardless of their language backgrounds to follow the full range of subjects in the mainstreamed classroom. In examining the implications of this requirement, Leung and Franson (1991) conclude:

We need to develop an approach that will provide genuine language learning opportunities in the mainstream subject classroom, so that learners are engaged in content and language learning at the same time. For all intents and purposes, the subject syllabus is the language learning syllabus. (p.121)

Currently, there are several approaches that attempt to deal with integrating language and content instruction. For some researchers, content based language instruction is represented by three programs; theme-based, sheltered and adjunct. Other researchers have examined task as a connection between language and content teaching. Specific learning strategies are viewed by others as the focus. Finally, some researchers offer knowledge structures as a means of connecting language learning, content instruction and thinking skills.

Content-oriented instructional models for integrating the language curriculum with the academic interests of students have been examined by Brinton, Snow & Wesch (1989). The three models discussed are theme-based, sheltered and adjunct. Similar features of these programs are the "fact that content is the point of departure or organizing principle of the course" (p.17) and that there is an underlying attempt "to help students process the content materials " (p.17). However, differences are identified in terms of primary purpose of the program and instructional format. The primary purpose of the theme-based program is to "help students develop L2 competence within specific topic areas" (p.18). This is an ESL course using content materials. The focus for the sheltered program is to "help students master content material" (p.18) and is a content course taught to segregated learners. The adjunct program has the dual purpose to "help students master content material and introduce students to L2 academic discourse and develop transferable academic skills " (p.19).

In terms of integration of language and content, these researchers view the three models as points on a continuum between a typical language class and a mainstream class, with the theme-based model closest to the language class and the adjunct model closest to the mainstream class. While in the adjunct model the aims of language and content learning are given equal importance, this model is linked and complementary instruction between two courses--a language course and a content course. As such, it is still a step away on the continuum, from addressing the need for integration of language and content learning in a systematic way as part of the mainstream, content class.

In his review of the research, Mohan (1991) contends that:

the integration of language and content should relate language learning, content learning and the development of thinking, and should aim to find systematic connections among them (p.113)

He suggests two main themes in literature which offer possibilities for systematic connections: student tasks and knowledge structures. Doyle and Carter (1984) analyzed academic tasks in content classrooms. This focus was a departure from work in the past on teacher activity. For the purposes of their research, they view task as a school-based activity or assignment which a student must complete. In the analysis of academic tasks, it becomes possible to identify and instruct students in task specific strategies.



Analysis of task has also been identified by researchers as an important unit for designing language curriculum (Prabhu 1987, Breen & Cadlin 1980). Crookes and Long, ( 1987) in evaluating task-based syllabuses, have identified Task Based Language Learning as the one model which stresses the role of needs analysis to identify target tasks that "are undertaken as part of an educational course or at work."(Crookes, 1986:1) As Mohan (1991) points out, tasks then can become a common unit of analysis between content and language work, since student tasks are "the units of student work in both language and content classrooms" (p.113) .

An example of a program , relating to task, is the Cognitive Academic Language Learning Approach (CALLA). Chamot and O'Malley (1987) have developed a program whose intent is to incorporate language instruction, content instruction and learning strategies for transitional ESL students preparing to enter the mainstream content classes. CALLA has three main components: a curriculum which relates to the mainstream content, language activities for academic learning, and explicit instruction of learning strategies.

In her review of integrated language and content instruction, Crandall (1993) highlights four instructional strategies which she believes "increase attention to academic language learning, contribute to content learning, and encourage the development of thinking and study skills." (p.117). The four reviewed are cooperative learning, task-based learning, whole language strategies and graphic organizers. Instructional strategies focus on student tasks or activities. Reyes and

Molnar (1991) believe content teachers need alternative ways of working with ESL students in their classes. These authors reviewed strategies which they contend will assist ESL learners to comprehend and learn from content materials in mainstreamed classes. Their selected strategies were classified as background-building strategies, writing-to-learn activities and cooperative learning approaches. The criteria used for selection was that the strategies contain the characteristics of integrated language and content instruction, problem solving activities, that activities are scaffolded and can be introduced to both L1 and L2 students in mainstreamed content classes.

The second topic/theme that is useful in helping to make systematic connections between language learning, content learning and the development of thinking is knowledge structures (KS) (Mohan 1986, 1991). He explains how information can be categorized into a schema of six groupings: classification, description, principles, sequence/temporal , choice and evaluation. He also suggests that all situations or tasks have both a specific or particular aspect and a general or theoretical aspect. For example, you can note the dates that the particular family of swallows arrive to build their nest under your eaves and when they leave and you can understand the general principles of migration.

Figure 1 The Knowledge Framework

General or theoretical knowledge		
CLASSIFICATION	PRINCIPLES	EVALUATION OR VALUE
DESCRIPTION	TEMPORAL SEQUENCE	CHOICE OR DECISION MAKING
Specific or particular knowledge		

(Mohan 1986,1991)

In an analysis of social studies and science curricula conducted by Early, Thew and Wakefield (1986) they found that the listed "thinking skills" and objectives could be readily matched to Mohan's six knowledge structures. KS were found to be common elements in different subject areas and at all grade levels. They are realized both in graphic form and linguistically in texts. Each KS has distinct language features and "well-known graphic conventions for representing it" (Mohan 1991, p.120).

Using graphics which represent KS, Key Visuals, can organize and simplify content while lowering the language barrier for ESL students. Separate studies by Early (1990), Early, Mohan and Hooper (1989) and Tang (1989) found that explicitly teaching ESL students about structural patterns or knowledge structures and their

forms in graphics and text, facilitated their comprehension and production of academic language. Mohan (1991) concludes that KS graphics can be a systematic link between language and content.

"KS graphics can become the visible language, a common currency and a bridge between the language teacher and the content teacher, a visible basis for integration and cooperation"(p.131)

## 2.24 Support for Teachers to Integrate Language and Content Instruction

The preceding selection of research reflects a growing interest in ways to integrate language and content instruction to meet the learning needs of mainstreamed ESL students. However, as was previously noted, support is also required for the content teacher to be able to adapt instruction to integrate language and content. Crandall (1993) points to teacher development as a pressing issue. She notes that to meet the diverse and changing student needs, "content-area teachers need to learn how to "shelter" their instruction, and language teachers need to learn how to integrate better academic language and content in their classrooms." She goes on to point to innovations in teacher education that bring together the language and the content teacher (p.119). Reyes and Molnar (1991) selected strategies for linguistically diverse mainstreamed classrooms to help address the situation where content area teachers must share the responsibility for the academic success of ESL students while recognizing that "Although willing, they may lack knowledge of strategies to accommodate these students in the context of regular, meaningful instruction"

(p.102). In Britain, there is an explicit national policy that bilingual students' language needs are to be met within the mainstream. In her study of the levels and type of support offered to these students by six schools in Britain, Bourne (1989) concludes that though rarely seen in practice, it is important for both language and classroom teachers to take responsibility for the planning, preparation and organization of the whole class (p.94). "If co-operative strategies are to be adopted, it is a matter of priority to develop programs of curriculum development which involve both language support teachers and their mainstream partners"(p.95). The need for collaborative work is recognized, however, the focus or content of this collaboration is left unaddressed. Mohan (1990) addresses this content/focus question in his recommendations that:

. . . cooperating language and content teachers should:

- agree on target tasks which can be both language and content goals. These will often be tasks essential to content classrooms
- agree on knowledge structures common to both language and content goals and identify common graphic conventions for representing these KSs and use these in content course material and create graphic overviews of difficult material.

(p.146)

Thus language and content teachers can focus their collaboration around designing student tasks which take into account knowledge structures using graphics to bridge language, content and thinking skills development. This would involve establishing an innovative relationship for participating professionals involving

collaborative planning, as well as developing and implementing innovative teaching and learning approaches to integrate language and content instruction. As such it is important to look at factors affecting change in school in general and the change toward a collaborative climate in schools in particular.

### 2.3 The Change Process in Schools

The notion of affecting change in schools has moved from the implementation of single innovations towards a recognition for the need for systemic change. The succeeding sections will examine research into the complex nature of continuous teacher and school development. The role of context or teacher cultures will be presented as an influence upon change. Specific school cultures which inhibit or promote change will then be explored.

#### 2.31 Factors Affecting Change

In his review of the theories and practice of implementing change in schools over the past four decades, Fullan (1993) reports that although there has been a development in the understanding of the change process, there has been a complementary growth in the complexity of change that is required to be put into practice (117). He notes that in the 1970s there was a focus on implementation of single innovations. At this time, research about change looked at factors or steps to implement an innovation. He cites his work with Promfret (1977) as example of

identifying 14 key factors to implementation. Other researchers at the time were focusing on the steps and processes for successful implementation. Hall and Loukes' (1978) Concerns-Based Adoption Model (CBAM) is one such example. From the stress on multiple innovations of the 1980s, Fullan sees this decade as reflecting a move toward systemic educational change to meet complex problems (p.124). "Rather than develop a new strategy for each new wave of reform, we must use basic knowledge about the do's and don'ts of bringing about continuous improvement" (Fullan and Miles 1992, p. 745). Fullan (1993) sets out eight lessons that he believes are in tune with systemic change toward the goal of continuous improvement. Each of these lessons is described briefly.

### 1. You Can't Mandate What Matters

Referring to McLaughlin (1990), Fullan argues that you cannot mandate what matters, "because what really matters for complex goals of change are skills, creative thinking, and committed action" (p.125). In essence, it is not possible to force people to act or think differently.

### 2. Change is a Journey, Not a Blueprint

Since reforms based on restructuring are complex, then "solutions for particular settings cannot be known in advance" (p.126). Rather than trying to produce unwieldy, complex implementation plans, it is preferable to develop an ongoing plan that is continually shaped and reshaped.

### 3. Problems Are Our Friends

It is in the seeking out of real problems that real solutions are creatively developed. The absence of problems may mean that little in the way of change is being attempted. "Problems are the route to deeper change and deeper satisfaction"(ibid.).

### 4. Vision and Strategic Planning Come Later

It takes time for visions to evolve. People need what Fullan refers to as reflective experience that develops from action (p.127). Shared vision, an important part of successful change, can only occur as the members interact, over time, in an open-ended manner.

### 5. Individualism and Collectivism Must Have Equal Power

Change must involve both the individual and the group. While noting the negative aspects of teacher isolation that results in resistance to innovation (Lortie,1975), Fullan cautions against unthinking acceptance, "it becomes groupthink--uncritical conformity" (p.128). His point is to value both individualism and collectivism at the same time if schools are to be productive.

### 6. Neither Centralization Nor Decentralization Works

Although this sounds like a paradox, it is in fact a suggestion to include a two-way, top-down, bottom-up approach. Centralization alone is mandated change (see lesson1), and although individual schools can become collaborative, it is difficult to stay that way without centralized support. "Two-way solutions are needed in which



schools and districts influence each other through a continually negotiated process and agenda"(ibid.).

#### 7. Connection With the Wider Environment Is Critical For Success

It is important that schools work at not only internal development but also respond and contribute to educational issues and policies. Referring to Rosenholtz's (1989) "moving schools", Fullan notes that " 'Learning' schools know that there are far more ideas 'out there' than 'in here' " (p.129) and seek advice from both inside and outside.

#### 8. Every Person Is a Change Agent

No one person can understand all the complexities of change, nor can change be brought about by a few leaders. "Only when individuals take action to alter their own environments is there any chance for deep change" (p.130).

Fullan's eight lessons for systemic change overlap and can be seen as themes that form a set. Rather than focusing just on structure, policy, and regulations, they look at the culture of the system. For Fullan, "change cultures" encourage continuous teacher development and continuous school development. Fullan's eight lessons perhaps set out the ideal. In the section which follows, teaching cultures will be defined and four broad forms of cultures will be looked at in relation to change.

## 2.32 Teaching Cultures

As Fullan sets out, everyone is a change agent. However, teachers do not develop their strategies and styles of teaching alone. Hargreaves (1992) believes that teacher development cannot be viewed narrowly as only arising from the demands and constraints of their individual contexts, but also from their cultures of teaching. For him, the cultures of teaching "provide a vital context for teacher development".(p.221) For the purposes of this study, Fullan and Hargreaves' (1991) definition of teaching cultures will be used: "the guiding beliefs and expectations evident in the way a school operates, particularly in reference to how people relate (or fail to relate ) to each other"(p.37). Hargreaves (1992) puts forth that the notion of teacher cultures needs to be further demarcated into content and form. By 'content' of teacher cultures he means, "what teachers think and say and do,"(p.222) or their beliefs and practices. This is the area where he sees the most cultural diversity among teachers. The 'form' of teacher cultures is the "the particular articulation of relations between teachers and their colleagues" (ibid.). He argues that this distinction is important since creating change in beliefs and actions (content) is dependent upon changing the pattern of relationships ( form) of teacher cultures (p.223). Hargreaves isolates four broad forms of teacher culture:

1. Individualistic culture-- the dominant school culture where isolation and uncertainty foster educational conservatism and work against change

2. Balkanized culture-- a culture comprised of separate groups (based on such factors as curricular divisions, grade and ages taught, language of instruction) who compete for power, prestige and resources, making "the definition and pursuit of common goals across the whole school very difficult, if not impossible"(p.235).
3. Collaborative culture--an informal, evolutionary culture which fosters trust and support of the individual, while sharing broad educational values, to create continuous improvement
4. Contrived Collegiality--is a formal, specific, bureaucratically mandated set of planning procedures to assist implementation of externally developed techniques or forms of working together which at best can be ". . .a useful preliminary phase in the move towards enduring collaborative relationships" (p.233).

The topic of this thesis looks at both change in teaching practice as well as change in teacher relationships. The following sections will focus initially on the form of teacher culture which presents factors most likely to inhibit developing these changes, and subsequently on the form of teacher culture most likely to support these changes.

### 2.33 Individualism: Inhibiting Change

Individualism is still the most dominant form of teacher culture. (Hargreaves,1992, Fullan 1993, Lortie 1975). It can be argued that there are many factors which contribute to its dominance. Fullan and Hargreaves (1991) point out that on the one

hand, isolation offers a measure of safety and protection for teachers to exercise their own discretionary judgment, removed from criticism. However they receive little adult feedback on their value or worth as professionals, cutting off sources of praise and support. But beyond the immediate effects for individual teachers, there are norms and conditions of the teaching job itself which help maintain the status quo of individualism. The physical or architectural features of schools has been recognized by many researchers as one of the structural conditions that promote individualism. (Lortie 1975, Goodlad, 1984, Fullan and Hargreaves, 1991). Teachers spend most of their day alone in individual classrooms, with little collegial interaction.

Beyond physical features are traditional norms of teaching. Fullan and Hargreaves (1991) point out that teachers' first experience with having another adult in their classrooms is for the purpose of their own evaluation. "Isolation and individualism are their armour here , their protection against scrutiny and intrusion" (p.41). These authors suggest a second root cause is the high expectations that teachers impose upon themselves. Some of this is in response to external mounting pressures and expanding responsibilities for which they have no control--mainstreaming special needs students, growing ESL populations, a role shift to encompass identification and support of students' social and emotional needs. The parameters and expected outcomes of these growing responsibilities are not clearly delineated for teachers. "Goals and expectations defined and understood in such diffuse terms become difficult, indeed impossible to meet with any certainty" (p.42).

Unrealistically high expectations and uncertainty have two consequences which reinforce individualism. Teachers feel they do not have time for collaboration, which would take time away from the demands of their class and collaborating with a colleague is too risky. "Under these circumstances it is hard to have confidence in one's expertise and to be perceived by others as having something to offer" (p.43).

Whether individualism stems from attitudes and beliefs or is rooted in the conditions and norms of teaching, it is a teacher culture which nurtures educational conservatism and inhibits change. (Lortie 1975, Rosenholtz, 1989, Hargreaves, 1992).

#### 2.34 Collaborative Culture: Fostering Change

In referring to collaborative culture , it is important to look beyond the actions of a few individuals who may be practising collaborative forms of work, to a broader, school-wide cultural context. As was previously stated, teacher cultures are comprised of the actions , beliefs and expectations of how a school operates and the ways in which teachers relate to their colleagues. Researchers such as Rosenholtz (1989) have found that in effective, or learning enriched schools, collaboration is the norm and is linked with opportunities for continuous improvement, " It is assumed that improvement in teaching is a collective rather than individual enterprise, and that analysis, evaluation, and experimentation in concert with colleagues are conditions under which teachers improve"(p.73). Little (1990), who

identified four types of collegial relations among teachers, also identified the notion of collective commitment to improvement as being part of "joint work", the strongest form of collaboration.

Nais, Southworth & Yoemans, (1989) in intensive case studies, researched what collaborative cultures look like in practice. Rather than bureaucratic procedures of mandated collaboration for a single event, the characteristics that these researchers found were qualities and attitudes of trust, help, support and openness. Fullan and Hargreaves (1991) conclude that at the center of these cultures is a valuing of individuals as people and as teachers (p.50). There also appears a balance of opposites: between valuing individuals and interdependence; between requiring broad agreement on educational values, and within that context, to encouraging disagreement ( *ibid.*).

These cultures of affirmation do not just emerge on their own nor are they sustained alone. They need support and encouragement. Referring to Nias et al.,1989, Fullan and Hargreaves (1991) point out that "the development of collaborative schools where they do exist has depended heavily on the actions of the principals in those schools" (p.51). As Hargreaves (1992) suggests, it is a form of leadership by example," through frequent praise, . . . by showing caring and thoughtfulness, and through principals having high visibility and revealing an interest in what is going on..."and where responsibility is shared (p.228) that a collaborative culture is sustained. Other researchers such as Little (1987) also

recognize the supportive role principals need to play. "Principals and others in positions of influence promote collegiality by declaring that they value team efforts and by describing in some detail what they think that means" (p.508). In this way they are reiterating the collaborative culture of the school.

Given the characteristics of a collaborative culture, it would appear as the antidote to the problems of fostering change in an individualistic teacher culture. Hargreaves (1992), points out that calling for the creation of cultures of collaboration goes beyond countering isolation and a lack of willingness to change on the part of individual teachers. He contends that the changing context of teaching requires it. "The integration of special education students, the direct involvement of library resource teachers in programming and the growth of curriculum co-ordination and specialization . . . created increased needs for staff collaboration and coordination . . ." (p.230). However, he notes that existing research suggests the culture of collaboration is a rarity (p.230).

The context of teaching on the one hand may require collaboration but also restrict the possibility and scope of implementation by serious constraints on time to collaborate during school hours, and a mandated curriculum which isolates curriculum development from teacher development. (p.231) As long as teacher and curricular development are separated, there is little of significance to talk about.

The factors which maintain and foster individualism, are also factors which impede the cultures of collaboration from being developed and sustained. "The preferred culture of teaching is just not compatible with the prevailing context of teachers' work" (p.230).

## 2.4 Collaborative Planning

As was previously noted, there is a growing recognition that the changing, ever expanding job of teaching may require more collaboration between teachers and their colleagues. Whether from curricular demands or the changing nature of the mainstreamed regular classroom, collaboration is recognized by researchers in various fields of education, as fulfilling a needed, supportive role for classroom teachers. (Mohan, 1991, Bourne, 1989, Wideen, 1989, Fullan & Hargreaves, 1991). Simply putting two teachers together to collaborate invokes positive images of collegial decision making and breaking down the barriers of isolation. It may not be that simple. The following sections will briefly review the literature to look at current models of collaborative planning and characteristics and factors necessary for successful collaboration to occur.

### 2.41 Collaborative Planning Defined

In the Vancouver School Board ESL Pilot Project, part of the role of the ESL Resource teacher was to jointly work with classroom teachers to share the planning, design and adaptation of instruction to integrate language and content learning for



the benefit of all students. A goal of this process was both curricular development and teacher development. For the purposes of this study, the definition of collaboration proposed by Friend and Cook (1992) although general, is useful:

"..collaboration is a style for direct interaction between at least two co-equal parties voluntarily engaged in shared decision making as they work toward a common goal " (p.4).

Other researchers define collaboration firstly with reference to solving mutually defined problems (Idol, Paolucci-Whitcomb & Nevin , 1986, Wideen 1989, ). A problem/solution focus may imply short-term implementation rather than an ongoing developmental relationship. However, this focus on problem solving may be an outcome of the genesis of the models these definitions represent. The following section will look at two collaborative planning models that have a history of practice in North America.

## 2.42 Other Models

In the field of Special Education, the roles of the special service professionals have changed in response to a shift from segregated instruction of students with special needs to mainstreaming in regular classrooms. The role of the special education specialist has correspondingly changed from providing segregated, direct service for students to direct consultative service for regular class teachers (West & Idol ,1987, DeBoer, 1986, Friend&Cook,1992). The literature from this field often uses the term "collaborative consultation " to describe this role. (West and Idol 1987, p. 389) The

focus of their consultative work is around the learning problems of individual special needs students. Although there has been a move away from expert-novice to parity in the roles in this process, the need to consult arises from the perception that a problem needs addressing. Hence, the roles begin as help-seeker, and help-giver (ibid.). The process or steps in this model are generally to begin at establishing trust, then assessing or identifying the problem, next, to create solutions or goals, followed by a period of implementation, and finally a follow up evaluation of the intervention (West & Idol 1987, DeBoer, 1986). This process points out the time-bounded, implementation focus of this model. Researchers in this field have recognized the need to develop communication and interpersonal skills as competencies and strategies for effective collaborative consultation. DeBoer (1986), in her book, "The Art Of Consulting", presents four basic interpersonal-cognitive styles. She believes, "if you can recognize people's styles, as well as your own, you are likely to experience success influencing them in a positive way" (p39). These four styles are referred to when developing skills and strategies for effective communication, understanding human behavior, and strategies for influencing others. For DeBoer, successful consulting is "How you get people to do what is in everyone's best interests that they wouldn't do without your influence " (p.7). More recently, researchers such as Friend and Cook (1992) have also explored the interpersonal skills and strategies needed by special education professionals for successful collaboration, which includes the goal of influencing others. They suggest that a focus on task and relationships are "both critical to the success of your

collaboration" (p.43). These researchers offer four approaches to conceptualizing persuasion which "offer many strategies for addressing resistance" (p.152).

Teacher-librarians in the schools are the second group whose roles and responsibilities include what they term, "cooperative planning". This has been a major role shift in the past decade from determining what the student is to do in the library, to cooperatively planning and teaching, with the classroom teacher, topics and units of work. There are two main goals of cooperative planning for teacher-librarians. The first desired outcome is "the integration of media research and study skills with classroom instruction" (Driscoll et al. 1986,p.26). The second goal is to "promote the use of human and material resources of the school resource centre and its facilities" (ibid. p.24). In implementing these goals of cooperative planning, teacher-librarians have also recognized the importance of developing interpersonal skills. (Austrom et al. 1989, p.12) Although parity of ideas and shared expertise and work is part of cooperative planning, the role expected for the teacher-librarian is as the change agent or "leader in building a stronger instructional team and an excellent instructional program" (ibid., p. 13). Following is a chart comparing features of cooperative planning and collaborative consultation.

Figure 2 Collaborative Consultation and Cooperative Planning

<b>Program Features</b>	<b>Collaborative Consultation Special Education</b>	<b>Cooperative Planning Teacher-librarians</b>
Focus	Remedial problem solving for one student	Research skills development and library use
Program Implementation / Teacher dev.	program implementation	program implementation
Roles	shared expertise	shared expertise
Parity	stated but a stress on influencing the classroom teacher	stated but leadership role for teacher-librarian
Formal / Informal	Formal	Formal or Informal
Time: bounded or on-going	Bounded--for length of intervention implementation	Bounded for length of teaching unit or topic

Referring back to Hargreaves (1992) four broad forms of teacher cultures, collaborative consultation and cooperative planning would seem , in their features of mandated planning procedures to assist specific program implementation, to fall into the category of "Contrived Collegiality". This does not mean, of course, that these mandated planning procedures might not develop towards a collaborative culture.

### 2.43 Key Components

In reviewing the literature, from the examination of collaborative culture to specific models for teachers working together, common themes have emerged. Following, is a summary of six key components or guidelines for successful collaboration. In general, these components can be seen as attempting to address or counter structural and professional isolation, the culture of individualism, as well as pragmatic issues of resources, all obstacles to collaboration.

#### 1. Voluntary in Nature

Collaboration must be voluntary. As was previously stated by Fullan (1993) in his first of eight lessons, you cannot force people to act or do things differently. Friend and Cook (1992) note, "there is no such thing as collaboration by coercion" (p.6). Even if a change is mandated, collaboration can only occur if the decision to participate rests with the classroom teacher.

#### 2. Shared Broad Goals

It is important that those engaged in collaboration share common broad goals. As Friend and Cook (1992) suggest, this does not imply agreement on all goals, "just one that is specific and important enough to maintain their shared attention"(p.7). Bailey, Dale & Squire (1992) surveyed sixty language teachers to learn about attitudes towards collaborative work. An item that generated notable agreement

stated to the effect that serious problems could arise if the collaborative teachers have different goals ( mean of 4.3 out of 5) (p.176).

### 3. Parity in Roles and Responsibility

It is often noted that parity between the participants is important for collaboration to occur. Friend and Cook (1992) believe that "each person's contribution is equally valued, and each person has equal power in decision making" (p.6) or collaboration cannot occur. For Little (1990), shared responsibility is one aspect implied in a collaborative culture. In a study, based on narrated experiences of collaborative work by twenty-five teachers, Shannon and Meath-Lang (1992) observed that the successful team members recognized the gifts, skills and expertise of the partner without feeling denigrated or in any way less skillful (p.131). They found the corollary in respondents to their research who were reluctant to collaborate with a controlling person;. "As one participant said: 'do not work with a prima donna; I've seen people do that; some can't share the spotlight, or the power" (p.132). Part of sharing responsibility for decision making is the development of mutual ownership. Wideen (1989) points out that, "we know from the work on implementation that ownership is the key ingredient to successful implementation"(p.6).

#### 4. Benefits

As was stated previously, the cultural factors of individuality and isolation make collaboration an unsafe venture. It also takes valuable time away from the focus on the immediate concerns of the classroom and may also raise sensible doubts about the validity of what teachers are being asked to do (Fullan & Hargreaves, 1989 p.41-43). Collaboration then, must be seen as a benefit.

"...how it fits into what they are doing, and how it relates to the array of models they see coming and going? Are the new skills practical and desirable? Will they work in my classroom?" (ibid.p.21)

When working collaboratively results in positive outcomes for teachers and students, "the risks taken seem small in comparison to the rewards" (Friend & Cook, 1992, p.9).

#### 5. Organizational Support

There are also pragmatic factors which must be considered. Organizational support is listed by Fullan & Miles (1992) as one of their seven propositions for successful reform. Nunan (1992) concurs that for collaboration to be successful, "teachers need appropriate training and support. It is insufficient simply to throw teachers together without giving them opportunities for developing the skills they need for success"(p.6). Important resources also include space, and material support (Friend & Cook, 1992, Fullan & Miles, 1992). The body of research examined stresses the vital importance of time as a crucial resource for collaboration to be successful.

(Friend & Cook, 1992, Fullan & Miles, 1992, Nunan, 1992, Bailey et al., 1992) "Every analysis of the problems of change efforts that we have seen in the last decade of research and practice, concluded that time is the salient issue" (Fullan & Miles, 1992, p. 750). Finding time during school hours, since teachers have a full workload, is difficult enough. Finding shared time for collaboration becomes an even more difficult issue. Results from the Vancouver School Board English As A Second Language Pilot Project evaluation (in press) found that lack of release time was most frequently cited by teachers as the main obstacle to implementing the pilot.

#### 6. Trust and Mutual Respect

These final components of successful collaboration, trust and respect, although necessarily present at the onset, also emerge and grow from successful collaboration. "At the outset, enough trust must be present for professionals to be willing to begin the activity, but with successful experiences the trust grows" (Friend & Cook, 1992 p. 9). As was previously stated, collaboration is about relationships in the uncertain context of change. It is therefore not surprising that many researchers have found trust and respect to be a condition and an outcome of successful collaboration. Shannon & Meithe (1992) in their survey found that, "Trust and 'intimacy', specifically mentioned, were recurring needs voiced by team teachers and collaborators intent on developing their relationships" (p. 136). Other researchers such as Bailey et al. (1992) (who used a Likert scale questionnaire format to administer twenty-seven questions about collaboration to sixty teachers) report that



"the item that generated the strongest agreement was 'It is only in an atmosphere of trust and mutual respect that teacher partnerships can achieve their full potential'". It had the highest mean (4.6 out of 5) and the lowest standard deviation (.07). (p.175). Thus if collaboration is "risky business" it needs trust and mutual respect if teachers are willing to participate in this change in relationships. If the components are there that characterize and support collaboration, then trust and mutual respect will grow.

## 2.5 Collaborative Planning to Integrate Language and Content Instruction

The literature clarifies the reasons for the need to look at how to integrate language and content instruction for mainstreamed ESL students. Students learning new content and concepts, cannot be put on hold for the length of time it would take to acquire academic language. Nor can those students be expected to succeed in content classes without long term support. Initial research results indicate that analyzing knowledge structures found in content area material, teaching students the academic language which corresponds to these knowledge structures and using graphics as a bridge between language learning, content instruction and the development of thinking skills, may address the needs of mainstreamed ESL students. However, issues have been raised regarding the added responsibility this places on content teachers. Collaboration between content teachers and ESL specialist teachers has been suggested as a way to implement the integration of content and language instruction.

This would mean a change, both in relationships and teaching practice. The research on change highlights the complexity of the issues involved with implementing change and suggests characteristics of teacher cultures which either inhibit or encourage change. Collaboration offers promise as a "change culture". The literature highlights the need to change human relationships if change in practice is to occur. Another common theme is the need to develop shared common goals for successful collaboration to be realized. This study has chosen to examine what forms and in which context the emergent collaborative work between a classroom teacher and an ESL specialist actually take, towards the mutual goal of integrating language and content instruction.

## Chapter Three: Methodology

### 3.1 Introduction

This chapter outlines the methods used in collection and analysis of the data for this study. Initially, the purpose of the study will be restated. The nature of the study, including the selection of methodology, the researcher's role and subject/site selection process will be described. Sources of data will be presented and finally, how this data was analyzed to obtain the findings, which are presented in the following chapter, will be explained.

### 3.2 Restatement of the Purpose of the Study

As was stated in Chapter One, the purpose of this study was to examine the forms and in which context the emergent collaboration work actually took, between classroom teachers and an ESL resource teacher, toward the goal of integrating language and content instruction.

### 3.3 Nature of The Study

An attempt was made to match the topic to be researched to an appropriate research methodology. The focus of the study was to describe actual working relationships, occurring in their natural setting and to understand the patterns of a developing form of social and professional interaction. The design would emerge as this form of collaboration emerged. Thus, a qualitative approach was selected since it offered the researcher tools conducive to studying a natural setting and allowed examination of processes and events, rather than seeking the relationship between specific, measurable variables.

#### 3.31 Role of the Researcher

This study examines one aspect of the Vancouver School Board ESL Pilot Project at one site. I was a member of a Pilot team at one of six elementary Pilot schools. The role of the researcher was as a participant, since the job of Resource Teacher (RT) in the Pilot, was in part, to collaboratively plan with classroom teachers to adapt instruction to integrate language and content. Another function of the RT was to develop on-going school-based forms of evaluation of this pilot project. Thus, the process of collecting data began from the start of the Pilot Project, more than a year before the topic of this study was selected. The researcher was well known to the staff, having taught in the school for eleven years prior to the Pilot. The credibility of the researcher as a teaching colleague may have been established in my previous

staff roles as a regular classroom teacher, a Learning Assistance teacher and an ESL teacher. Personal and professional relationships had already thus been established. However, it must be noted, that the role of RT was new both to the staff and to myself and thus new forms of relationships were being forged as well. The process of collaborative planning was also new to all involved, and not clearly defined. Although broad goals of integrating language and content instruction were shared, the specific form joint planning was to take was initially unknown. As a participant, my involvement had the benefit of being naturally occurring. On the other hand, the scope of observations were limited by the restrictions of the role itself. I attempted self-conscious awareness, but recognize the difficulty of observing the familiar with new eyes or treating the familiar culture of this school as "anthropologically strange" (Hammersley & Atkinson, 1983, Delamont, 1992).

### 3.32 Site and Subject Selection

The site and the subjects were selected pragmatically or by opportunity. The site was selected as a Pilot school at the district level and this was the school where I was working. It was also one of the sites for the Social Sciences and Humanities Research Grant being led by Drs. Mohan and Early. This study is part of that research proposal. The subjects for initial observation became any teacher who collaboratively planned with me. Since participation in this work was voluntary, the element of self-selection must be noted. However, by the end of the first year of the Pilot, all staff had participated in collaborative planning at least once.

From field notes and observations, the focus for this study emerged. The observations were too general on their own and during the second year of the pilot, more detailed notes were kept. It was decided to tape record actual planning sessions to be able to examine the process in more detail. This occurred in the last four months of the second year of the Pilot. The criteria for selection of the six subjects, for the more detailed examination, was based on two factors: their permission and on-going collaborative planning participation so that the nature of how the process developed could be examined. Others volunteered but may only have had one planning session so were not included in the scope of this study. This sampling of population by opportunity and self-selection is not meant to represent a wider teacher population. Rather it represents the teachers in one school who chose to collaboratively plan with the RT. As such, the results cannot be generalized to a broader population.

### 3.4 Sources of Data

#### 3.41 Documents

Collection of field notes began prior to selection of this topic. As was previously stated, some of this data gathering was in response to job requirements. Monthly reports were submitted to the District office. The content of these reports involved listing school based meetings about implementation of the Pilot, visitors to view the Pilot in action, collaborative strategies being used, materials and units or products of collaboration, my reflective concerns and also areas where I felt the school was

experiencing success. Both to fulfill the requirement of writing these reports and a personal desire to record my observations and impressions in a new role, a personal diary was also kept. This diary included my activities for the day, thoughts and reflections about collaboration as it was developing, and any pertinent quotes from teachers. This allowed a general look at the process with individual teachers over a period of two years. A more formal log was also kept to record each unit that was collaboratively planned, the number of planning sessions, the participants, as well as observational notes regarding the process, outcomes and development of both collaboration and /or language and content strategies. This log was organized by the teacher. Weekly sign-up sheets for collaborative release time were kept chronologically and specified the name of the person wishing to collaborate and the topic on which they wished to work. These sheets were used as a schedule for the teacher providing release time and for myself.

To understand the context in which the process of collaboration was developing, notes regarding implementation of the Pilot at the school level were kept over the same two year period. As part of the Pilot, the school formed a Steering Committee to develop implementation suggestions to be taken to the staff. This committee was comprised of the principal, the RT, the teacher-librarian, two ESL support teachers and a classroom teacher. Minutes from these meetings were kept and show some of the problems encountered and the suggested solutions. Notes were also kept from the biweekly Teacher Advisory Committee (staff ) meetings when the agenda included items involving the Pilot. At a district level, the Resource

Teachers from the six pilot schools met monthly for mutual support and to share suggestions. Notes from these meetings proved helpful to put the experiences and observations from one school into a broader perspective.

There was a district goal to carry out on-going evaluation of the Pilot. Copies of these more formal evaluative measures were also copied and kept for analysis. Some of these measures were developed at the site. For example, at the beginning of the second year of the Pilot, the staff were given a questionnaire to complete based on the Concerns Based Model of innovation implementation ( Hall and Loukes, 1979). In it they were to rate their own level of use and understanding of "collaboration", "The Knowledge Framework", "Key Visuals" and "Integration of Language and Content". Completion of this rating scale was voluntary and anonymous. (100% return rate). A second set of questions was given to the staff to complete at the end of the second year. Again, the responses were both voluntary and anonymous. The instructions were to list the three most important outcomes or goals they thought the Pilot was trying to achieve. They were told that the purpose of this was to "determine the degree of consensus that we share concerning the goals of our project." The second set of questions asked the respondents to identify their three main concerns. (Eight components were suggested to help focus their concerns: Goals, Involvement, Planning, Resources, Staff Development, Program-in use, Outcomes or General.) The purpose was to assist the Steering



Committee in developing implementation strategies to meet staff needs and address concerns. The staff responses were collated and a composite list of their goals and concerns was returned to the staff for discussion.

Data for evaluation was also developed and analysed by the district. A formal evaluation of the ESL Pilot Project was undertaken mid-way through the second year of the project. At the elementary school level, the six Pilot schools were surveyed and questionnaires were given to all teachers, pilot team members, administrators and Grade 7 students. The over-all goal of this evaluation was to determine the effectiveness of the pilot during its first year of implementation and to provide information for future planning concerning ESL needs in the district. A Likert scale format was used for sixty questions and ten open questions were also included. Copies of the anonymous responses were requested by the principal and myself to aid in school-based evaluation of the Pilot. The staff felt strongly that responses should be anonymous by individual, but should be coded by schools. They felt important differences in implementation amongst the six elementary sites should be analysed. The District decision was against this school identification. The strong point of view expressed by many staff in opposition to this decision, may have impacted on their willingness to have their responses copied for a "school set".

### 3.42 Verbatim Accounts of Planning Sessions

Over time, from self reflection and collecting data, the focus for this study emerged. Models of collaboration had been presented to the Pilot teams, and although parts of these models were useful, they seemed too technical to describe what was developing at this site. From personal field notes and public documents, from reflecting on the school context and the specific process of collaboration, I felt the data which had been collected highlighted the scope of the study but was lacking in sufficient detail to alone describe this process of collaboration. I was relying on my impressions and recording general field notes from memory. It was important to be able to get more accurate details of interactions, of the content and process of collaborative planning and the ideas developed to integrate language and content instruction. It was then decided to tape record planning sessions during the last four months of the second year of the pilot.

The staff were all informed of what I wished to do and why, and the voluntary nature of the taping was stressed. It was explicitly pointed out that willingness to be tape recorded was not a new prerequisite to collaborative planning and apprehension to taping was understood. As was previously stated, the subjects ended up being self selected. The presence of a tape recorder ensures accuracy but may have had the initial effect of formalizing interactions. After numerous recording sessions this effect may have dissipated somewhat. All participants in the tape recorded collaborative planning sessions were given access to and encouraged

to freely use the "pause" button at their discretion. This was important to ensure a level of control, comfort and trust. However, what was gained in trust, was lost in informal or personal interactions which were eliminated by use of the pause button.

The recording sessions were in forty minute periods, corresponding to the time frame of collaborative planning and the constraints of the school timetable. The location of these sessions was dependant upon the past practice of each participant. The different locations may have had an effect on the content and form of the taped interactions. One participant always met with me in my very small and cramped office, with the door closed. This location offered privacy very difficult for teachers to find in this school building. Some chose the staffroom. This "adult" room often would have other teachers sitting at nearby tables doing their own work during their regularly scheduled preparation periods. Having non-participants listening in may have put constraints on some interactions. The third location was the library. Although more private than the staffroom, in the sense of other adults observing what we were doing or saying, there were many interruptions from students. The presence of students would likely also affect teacher -to- teacher interactions.

Not only the location of recording, but also the number and composition of participants was dependant upon on-going practice. Some met only with me. Others met with myself and the teacher-librarian. While a third, larger grouping consisted of the teacher-librarian, two classroom teachers teaching the same grade and content, and myself. Undoubtedly, the interactions, process, content and

complexity of collaboration would be affected by the composition and size of the group. The more people who are involved, the more personal perspectives and contexts have to be considered.

The number of taped sessions varied for each participant, and matched the naturally occurring timeline of planning, teaching, planning. The minimum number of sessions recorded by individual was four and the maximum was eight. Each participant was recorded on separate tapes. For each individual, a running record sheet was completed at the end of each taping session. The date, the participants, the tape recorder counter numbers at the start and end of recording and a brief summary of content, integration of language and content strategies and or comment and issues to be noted were part of this record sheet.

### 3.5 Analysis of the Data

Preliminary analysis of the field notes and documents began as they were being collected. It was a process of continually focusing and refining themes and trends, looking for similarities and differences amongst the participants. During this process, the concepts of collaboration presented by Special Education acted as a foil, since differences from that model appeared to be developing. As well, the regular meetings with the Resource Teachers from the other five Pilot sites showed that each site was implementing the ideas in a unique way. This led to an interpretive analysis of the documents that highlighted features of the school context which

impeded or encouraged collaboration. Since the more formal types of data collected, such as questionnaires, were anonymous, it was possible to obtain a general picture of the staff responses. However, the beliefs and attitudes of individuals could not be compared to their actual collaborative planning experiences.

The tape recordings were not transcribed in total. Analysis of the recordings did not begin until all recording was completed. I was concerned, as a participant, that preliminary analysis may have further influenced my interactions and directed my responses. At the completion of recording, the tapes were reviewed in a series, by individual or planning group. A running description of the general events for each session was documented, with reference to the tape counter numbers. This descriptive process was then expanded to include direct quotes from the sessions. The selection of quotes was to illustrate both the process and content of collaborative planning. Initial comments were then added as to the significance of the quotes. Thus the analysis moved from descriptive, what was said and done, to interpretive, what the discourse and interactions revealed about the larger context of collaboration. The transcript/summaries were coded densely, using many descriptive and interpretive themes. A numerical "Post-it-note" coding system was used on single copies. Themes emerged from grouping codes and further interpretive analysis. This was a process of working "up" from the data as well as working "down" from a few themes or theories I had developed from document analysis. These themes included the recognition of differing levels of ownership of the ideas, that teachers were learners and collaborative planning seemed to be

developmental, not technical. The use of tape recording allowed me, as a participant to observe my own interaction patterns as well. Finally, it should be noted that my analysis of the data may have been affected by my personal interests in the continuation of this new role.

### 3.6 Criteria For Judging Adequacy of the Study

Guba and Lincoln's (1989) criteria for judging the adequacy of a research study are invoked in this analysis. In particular their Parallel (trustworthiness) Criteria are used. This study set aside the criteria of Prolonged Engagement, during the two year duration of data collection and Persistent Observation of many different individuals in different contexts. Peer Debriefing was accomplished by presenting ideas that appear in this study at professional workshops and conferences. Negative Case Analysis, a process of revising my working hypothesis, as a case of hindsight was established until it accounted for all known cases. Progressive Subjectivity, or monitoring my own developing conceptions, was accomplished through review of data, including personal reflections, collected prior to the selection of this topic and checked against what I was finding. Feedback from Peer Debriefing was also weighed against my own perceptions. Finally, Members Checks occurred continuously at Steering and Staff meetings and informally from colleagues' comments, several of whom were used as an ongoing perception check. In the chapter which follows, a discussion of the findings obtained through both descriptive and interpretive analysis of the data is presented.

## Chapter Four: Discussion of Findings

### 4.1 Introduction

Based on data collected through observation, field notes and tape recording of ongoing work with teachers, this chapter describes a form of teacher collaboration that developed to provide support and on-site inservice for teachers implementing new teaching strategies to integrate language and content instruction for both ESL and native speaking students. Firstly, factors affecting implementation of the innovation in its first year will be discussed. Secondly, I will set forth my initial beliefs about teacher collaboration. The process of building participation will be addressed. Thirdly, the features of this form of collaborative planning will be examined in light of being a developmental long-term process.

### 4.2 Collaborative Planning--Part of the Innovation

Collaborative Planning was both an innovation in itself as well as being a structure and process to support the implementation of other critical features of the Pilot Project. One of the criteria and considerations for selection as a Pilot school was the willingness of the staff to support a collaborative model of instructional planning and teaching. The stated role of the ESL Resource Teacher was also a new concept for both the district and the school. As such, teachers were being offered the

opportunity to collaboratively plan their curriculum with support on instructional strategies integrating language and content. Students with higher levels of language proficiency would have their needs addressed through adapted curriculum and teaching strategies. Due to population size and limited staffing, these were the students, working below their potential, who had not received assistance in the past. These were also the students, some of whom may speak without an accent, who traditionally were not perceived by classroom teachers to need help with English since they were beyond the stage of learning English for communication. It is important to note, in the year prior to the implementation of the Pilot, the entire staff participated in a three day, school-based staff development program, "A Framework For Teaching and Learning", designed to introduce the theoretical concepts and practical applications of the Knowledge Framework and Key Visuals. During this program, the staff gained a better understanding of the length of time required to learn academic English, which led to a common recognition of the need to integrate language and content instruction. However, amongst the staff there were varying degrees of recognition of this need and willingness to attempt change in teaching practices.

### 4.3 Factors Affecting Implementation

#### 4.31 New Processes and Roles

This model of collaborative planning was innovative. It incorporates shared planning of teaching units through adaptation of materials, methodology,



assignments, assessment, strategies and environment to integrate language and content teaching to ensure successful learning. Although a type of cooperative planning had been offered by the teacher-librarian, few staff members had participated, due largely to lack of experience. Also, extra release time to accommodate this planning was not available. Planning with the teacher-librarian had involved team teaching lessons or units in the library with the classroom teacher. The focus for this planning was on the use of the varied resources offered in the library and particularly on teaching research and study skills. This form of cooperative planning was short-term, for the length of teaching one unit, rather than on-going. The new model had its focus on support for teachers to enable them to incorporate specific new teaching and learning strategies to integrate language and content, not only for the ESL students but for the benefit of all their students. This planning was not content specific, but encouraged joint planning in all academic subject areas over time.

Since this model of collaborative planning was new, with a full-time Resource teacher assigned to this role, new processes and procedures had to be established and communicated to the staff. The Pilot Steering Committee had a decisive role in the development of both general and specific goals for the Pilot in the School. In Mark Twain's words, "Make haste slowly", was the implementation motto of the Steering Committee. At the initial meetings staff roles and processes were discussed. The biggest obstacle to implementing collaborative planning was lack of time for teachers. Time is the common factor in our ability to live with changes on the

personal level and time, is one of the key elements for effective change in schools. (Fullan, M., & Miles, M. 1992, p. 750) From the first Steering Committee meeting, the goal was not only wide staff participation, but internalization and development of new teaching strategies and methods. To encourage staff involvement, collaboration would have to be viewed as a benefit and not an extra burden. To accomplish this, it was recognized that collaborative release time needed to be provided for the staff during school hours.

At the end of September 1990, when student enrollment was finalized, it was then possible through administrative "creative staffing" ( by taking small portions of time from other staffing allotments: e.g. integration, Special Needs, classroom time) to hire a teacher for 40% to provide collaborative release time. This proposal was taken to the Teacher Advisory Committee and was approved by the staff. The Steering Committee decided that teacher participation must be voluntary. Collaborative planning could not be mandated, but the release time was in place to help foster and facilitate it. The release time would be on Tuesday and Thursday, to accommodate part-time teachers. The staff could sign up for collaborative release time in forty minute periods, one week in advance. On the sign-up sheet the teacher would indicate the topic to be discussed---ie. a specific unit, development of key visuals for a text, collaboration on preparing a lesson or student tasks. These sign-up sheets would be kept in the Resource teacher's office so that some preliminary discussion could occur about topic and the organization of teaching. If

the classroom teacher was willing to team teach in the classroom or in the library, then the Support teacher for primary grades, the ELC teacher for intermediate grades, or teacher-librarian would be contacted to be part of the collaborative planning. This process for sign -up and the purpose of the release time was discussed at a staff meeting. At this point, none of us knew what collaborative planning would look like, but we had some idea of a common purpose.

The teacher-librarian and I met at this time to clarify how our roles might overlap, since both involve an expectation of collaborative planning. We decided that in fact our roles could complement each other. When teachers signed up for release time, I would encourage that using the library be part of their plan. The teacher-librarian would encourage any teacher who contacted her to work in the library, to include me in the planning. I became an advocate for utilizing the resource centre and the teacher-librarian became an advocate for including the integration of language and content strategies.

#### 4.32 Collaborative Planning New to the Culture of the School

It should be noted again, that the staff had little or no experience with collaborative planning or team teaching. They did not know exactly what it would look like or what was expected of them. This school was not unique in the prevalence of teacher

isolation and individualism. "The most common state for the teacher is not a collegial one. It is a state of professional isolation; of working alone, aside from one's colleagues" (Fullan, M. & Hargreaves, A. 1991, p. 38). These had been the norms of this school's history and culture, in my experience in the years I had worked there. To work collaboratively may have made teachers feel that their own teaching practices would be opened up for inspection. Collaboration could be risky. As well, change is a "difficult personal and social process of unlearning old ways and learning new ones. Deeper meaning and social change must be born over time: one must struggle through ambivalence before one is sure for oneself that the new version is workable and right..." (Fullan 1982: p.63) A combination of risk and ambivalence are not attractive states of being. Consequently, things began slowly, with much of the available release time left un-booked for the first few months.

#### 4.33 Role of the Principal

From the beginning, the support and encouragement of the Principal had been an important factor in successful implementation. The development of collaborative schools has depended heavily on the actions of the principals. (Fullan & Hargreaves 1991, p. 84 Leithwood and Jantzi, 1990, p. 25). The Principal stated to the staff that implementation of the Pilot was to be a goal and priority for the school. This support was implicit in his attention to organizational concerns by creating collaborative release time for the staff and a willingness to allocate materials and school resources to the Pilot. His involvement was visible in attending all

professional development activities with the staff and thus becoming a knowledgeable advocate for the need to integrate language and content in the classrooms. This advocacy expanded beyond the school to the district level. As chairperson of the Steering Committee, he was instrumental in the planning, implementation, monitoring and evaluation of the Pilot and related professional development.

There has also been explicit on-going support. The Pilot is an agenda item at every Teacher Advisory Meeting. This is not only used for information sharing and progress updates, but to encourage and praise the staff and results to date. At these meetings, teachers who have put into practice using key visuals to integrate language and content are invited to share their materials or ideas. This sharing has created a very positive school climate and helps to reduce some of the ambiguity regarding participation. On the other hand, the principal has many times exerted "positive pressure" by stating an expectation that all staff members would take advantage of the benefits of the Pilot. In January 1991, at a Teacher Advisory Meeting, he expressed the belief that all staff members would have worked with the team to collaboratively plan at least one unit by Easter. His comments had an impact, and all staff met his expectations by June.

He also continued in the second year to make the implementation of the Pilot a goal. At the first Professional Day of the year, on Sept. 20, 1991, the principal began by setting the context or giving a "pep talk" and explaining his expectations for the

coming year. The points he covered were:

How successful the Pilot had been last year

"We are still in the beginning phases of implementation"

"The need is growing in the school to come to grips with this question since there has been a visible increase in new ESL students registering in our school this year"

As part of a school board interviewing committee during the summer, he interviewed 36 new teachers applying for positions in Vancouver. Only one applicant had ESL training. He found this shocking.

"Other schools are requesting help from our school to deal with the problem of an ever growing ESL population"

"We have just begun, it takes a long time and a lot of practice for new methods to become a part of you--part of your ongoing practice."

"This is your last chance---we are rich in extra staff, collaborative planning release time, and expertise to help you put these new ideas into practice."

"The writing is on the wall, the skills the staff are acquiring are in increasing demand. In a competitive situation for openings in other schools, the skills you are gaining through the Pilot are becoming vital."

( notes taken directly from his speech .)

The Principal was actively and enthusiastically supportive of implementing the Pilot at this school. This went beyond verbal support and praise to enabling and

empowering the staff through structural and bureaucratic means as well.

#### 4.34 Professional Development for Staff in Year One

Fullan (1982) comments on the difficulties caused by differing understandings and ideas about an innovation. Different people may understand a new development on different levels, ranging from misconceptions about the need and practice to understanding of the strategies and how they are to be used, through to understanding of the philosophical foundations of the concept and the personal and professional implications. Collaborative planning around learning new strategies to teach language and content is a complex innovation which requires knowledge at many different levels of understanding. Staff inservice becomes an important way to begin to address differences in knowledge, experiences, and beliefs about the needs of ESL students.

As part of the Pilot requirements for school participation, district ESL staff organized and presented three professional development sessions for the staff in the first year. This was an interactive process where the staff had input about the general areas of focus. Thus support and professional development was both top-down from the district and bottom-up from the school. The first session occurred on September 28, 1990. The Steering Committee felt it was important to begin information sharing as quickly in the year as possible. This day the staff was presented with theoretical and practical information regarding the long-term support which is necessary for ESL

students to be successful with academic language demands and the need for teachers to link instruction of language and content. During the same session, the goals of the Pilot were presented. The KWL (Know, Wonder, Learned) strategy to build on prior background knowledge of a topic, was introduced and used to discuss aspects of the Pilot. First individually , then in the whole group, the staff shared their personal background knowledge about ESL students, specific strategies for content and language instruction, collaborative planning and team teaching. The second phase of this exercise asked them to look at what they wondered about the above topics, their questions and concerns. Both parts to the exercise were informative about peoples' level of understanding and acceptance of the Pilot. This information was also valuable in determining future inservice needs as well as alerting me to becoming sensitive to individual differences when beginning collaborative planning. Finally, this activity allowed peoples' concerns to be expressed publicly. In school cultures which promote collaboration, broad agreement on educational values is required, but within that context, individual disagreement and differences must be tolerated and even encouraged (Fullan & Hargreaves, 1991, p. 48).

The second professional development session offered by the district staff was on January 14, 1991. At this time, a jigsaw activity , as a type of co-operative learning strategy , was presented as an added way to develop integration of language and content. This strategy was linked explicitly to both use of Key Visuals and the Knowledge Framework (Mohan, 1986), and as such, gave staff further opportunities



to see these strategies and ideas put into practice. The final district session, on March 22, 1991, examined the topics of what collaboration is ( and is not), and different learner profiles. It might have been very helpful to have had the topic of collaboration dealt with earlier in the year, since the concept was so new to so many. However, it did give staff an opportunity to approach the theories after developing some practice. It is unfortunate that staff responses to the posed question, "What is collaboration?" were not kept. Finally on that day, staff were asked to anonymously evaluate the professional development sessions that had taken place. Their responses were collated by district staff and a summary was returned to the school. The responses varied considerably. A few examples of the range of responses:

"Pilot challenges us to recognize and meet the needs of ESL students" to

"Not really helping me meet the needs of my children"

"Would like to go further with Key Visuals--any more strategies?" to

" The Key Visual overview was too repetitious"

"Further development of the Knowledge Framework and the 'whys'" to

"Less theory and more strategies and practical activities"

The variety and difference in responses may reflect the developmental nature of the change process. However, a much repeated response was about the positive nature of having time to share what individuals had accomplished. "I've enjoyed our times "the group" shared. I think we are more comfortable with it so it seems better each time." Sharing what teachers had been doing in their classrooms was

not part of this school's practice before the Pilot. It appeared to develop an atmosphere of trust, where the staff was requesting more time to do this type of sharing the following year.

Part of the role of the Resource Teacher is to provide on site inservice about the theory and practice of integrating language and content. Additional school based inservice was planned by the Steering Committee. As a follow up to the September 28, 1990 session, I presented further information about research findings supporting the need to integrate language and content instruction. This occurred during a Teacher Advisory Meeting on October 17, 1990. At this time, teachers were asked to quickly estimate the percentage of ESL students in their class. Then they were given their own class lists and asked eight questions to determine the actual number of ESL students in their class. Many staff members expressed surprise that the proportion was higher than their initial prediction. The purpose of this exercise was to increase awareness of the specific ESL needs in their classes and to perhaps reinforce a need for them to participate in collaborative planning.

During a professional day on November 1, 1990, I prepared a workshop for all the intermediate grade teachers. Having the teachers in the role of students, they participated in activities to demonstrate the need to develop background knowledge. Schema Theory ( R.C. Anderson (1985) was presented to reinforce their experience. A sample science unit was used to demonstrate the Academic Task Model (Early & Hooper, 1988). This is a three step model for instruction, originating in the content

area of reading research, which looks at (1) Building Background Knowledge; (2) Thinking Through Reading, Viewing or Listening; and (3) Reconstructing Knowledge. They were then invited to bring teaching materials they were currently working on with their classes to develop Key Visuals using the Knowledge Framework for a lesson to be used the next day. This was also an opportunity for them to try these ideas in practice, with my assistance. I felt some hesitation in presenting a workshop to the staff, since I was encouraging the notion of collaborative planning as an exchange of expertise, rather than as an "expert" to "novice". Therefore, I was concerned that the workshop might reinforce some peoples' views of myself as the expert and themselves as the novices.

The final school based professional development day, on May 27, 1991, asked the staff to evaluate the implementation of the Pilot at the end of its first year. The staff were divided into groups by the grades they taught. Non-enrolling and support staff were included in these groups. The directions were to brainstorm and then record ways to improve the Pilot for its final year. The results were collated and discussed by the Steering Committee and then presented to the staff for comment. So that all staff have a sense of ownership of the process, this built-in time for reflection and evaluation seems important. " . . . people need a good deal of reflective experience before they can form a plausible vision. Vision emerges from, more than it

precedes, action. . . shared vision, which is essential for success ...takes time"

(Fullan, M. 1993 p. 127). The specific recommendations will be discussed later in this paper.

#### 4.35 Professional Development for Pilot Staff in Year One

As the previous English Language Center teacher and member of the Funds For Excellence Project ( a District research project prior to the Pilot, involving ESL and mainstream teachers using the Knowledge Framework and Key Visuals to create curricula and resource materials for ESL students to enhance their academic learning), I had experience putting into practice the ideas and strategies I would be encouraging others to use during collaborative planning. Also, as a member of staff for a number of years, I already had credibility as a teacher, not an outside expert. However, like the rest of the staff, I had very limited experience with collaborative planning. I felt a personal need for professional development in this area. The ESL district staff planned and presented five workshops on the topic of "Collaborative Consultation" during the first year for the Resource and Support teachers in the Pilot. This series of workshops began at the end of September 1990, and concluded at the end of March 1991. The stated goals for these workshops were as follows:

1. Knowledge of collaborative consultation
2. Knowledge of communication skills necessary for collaborative problem solving
3. Knowledge of the problem-solving process
4. Practice using communication skills
5. Practice using the problem-solving process
6. Knowledge of teaching strategies

The work of Anita L DeBoer (1986), "The Art of Consulting" and Chalfant and Van Dusen Pysh (1989), "Teacher Assistance Teams", became the basis of many sessions. The communication strategies and practice were particularly useful. In fact the goals for these sessions were met. However, the theoretical basis of these two approaches was in the area of Special Education, rather than ESL. The underlying assumption in Special Education collaborative consultation, is that all students will be integrated into the mainstream and that classroom teachers will view this as a problem with which they need help. Therefore, the focus must be on sharing a definition and solution to the problem. Conversely, with an ESL student population beyond the level of English for basic social interactions, teachers may not view their students as having a problem. As well, they may not see that they require any assistance or need to change their teaching strategies. Although there are similarities, there are also many differences when approaching teachers for collaboration in these two situations.

#### 4.4 Initial Beliefs about Collaborative Planning

At the completion of the first session I recorded what I felt I needed to know immediately to be able to begin collaborative planning. The list from September 27, 1990, is as follows:

- To know more teaching /learning strategies to share during planning sessions

- To develop systems and organization for beginning collaborative planning and for its evaluation

- To develop skills to make sure others feel ownership of both the process and the strategies

- To know how to handle the different levels of acceptance

- To make sure that staff feel things are better and not just more work with collaborative planning.

Collaborative planning had to begin at the school prior to my own professional development on the topic. I believed it was important to recognize the differing degrees of acceptance and understanding amongst the staff and thus to begin work where people were, rather than have an end goal of where I wanted everyone to be. This was necessary so that one could view participation as steps forward and growth, rather than as failures for slowness in implementation and internalization of the

ideas. I felt that the new strategies and techniques of integrating language and content instruction must be seen as simple, practical and immediately useful for all students in the class.

The most fundamental belief I held about collaborative planning was that it must be an exchange of expertise, rather than an expert/novice relationship. I viewed the teacher as the content and resource expert and I would contribute expertise in the area of teaching strategies to integrate language and content. I did not feel it was possible to be the expert in all curricula from kindergarten to grade seven.

Acknowledging the teacher's expertise in content matters would also reinforce joint ownership of the process and products. I assumed that teachers would know specifically what they wanted to teach, and what knowledge gains they expected for their students. I expected that the roles of expertise would be clearly defined. I thought that I was responsible for the new strategies and they were responsible for the content and student goals. This was not the case. Nor was it what emerged over time. Often teachers did not arrive with specific content and detailed goals. Many people would have a very broad, general topic, ie "Animals". Others would come with very broad student goals. When I responded to this lack of specification, I found that there exists a fine line between asking questions to make people elaborate and yet not being seen as unhelpful. I found that it was useful to have read the text being used or have searched out resources before each collaborative planning session. This way I would have some background of the content and some specific suggestions about strategies to link language and content. Again, this could be a

recognition of the levels of development amongst the staff and the corresponding differences in the amount of assistance that is required. It is important at all levels that participants feel positive about the process and what they have to contribute.

#### 4.5 Building Participation

Participation in collaborative planning began very slowly at the end of September 1990. It began with the one teacher who had co-planned units with the teacher-librarian the previous year. The first planning sessions involved the classroom teacher, the teacher-librarian and myself. The next person to participate had been a member of the Funds for Excellence team, with both a high level of acceptance and understanding of the ideas. Also, a first year teacher was initially willing to participate, asking quite openly for "help with everything". At this initial stage the voluntary nature of participation was important. People who were most willing and comfortable with the process were the first to try it out. Others could then observe what had occurred. The sharing sessions at the staff meetings helped encourage others. It was their colleagues who were endorsing this new process, not the members of the Pilot team. As people met to plan units or lessons, their names and their topics were entered on a chart in the staffroom. Ostensibly this was to inform other staff members of materials that were available as they were produced. It may have had other results as a reminder and prodder of gentle peer pressure. During the year, I would also solicit participation by asking people what they were



planning on working on in the future and "wouldn't it be fun to work on it together". This was effective for some people who were hesitant to jump in.

As participation grew, classroom teachers who had collaboratively planned once, often were the ones to suggest participation to their colleagues. One way in which this occurred was joint planning of units by grade. For example, a grade two teacher who had worked collaboratively with me, suggested that the other grade two teacher join to plan a unit which they would teach together. This planning by grade happened in the primary grades only. The intermediate teachers are restricted by a rigid timetable to accommodate heavy platooning of classes to take advantage of subject specialists.

#### 4.51 Resource Teacher Reports

Participation and repeat participation steadily grew during the year. All Resource teachers in the Pilot were required to submit monthly reports. Two of the categories that were to be addressed were "collaborative strategies" and "successes". In retrospect, it is interesting to look at my comments over the course of Year One of the Pilot to get a sense of the growth of participation. What follows are quotes from those reports beginning in October 1990, when collaborative planning began:

October 1990

"A collaborative release time teacher has now been hired for 40%. The sign-up schedule and planning forms seem to be working well. Specific suggestions to expand the planning team beyond the Resource teacher are now being made when teachers sign up for collaborative planning, while keeping in mind teacher comfort and trust. Teachers are reporting that when using key visuals students seem very enthusiastic, "It's fun", "It's easy". The trickle of participation has turned into a steady, if slow, stream as more teachers are signing up for collaborative planning. "

November/December 1990

"Having our collaborative release time teacher has been crucial to the growing expansion of participation by most staff. Its beginning to snowball. Teachers who have planned with the pilot team are requesting more time. Many others have given us specific planning topics and requests for January. Teachers have reported taking ideas and key visuals from one unit and applying them to topics as they arise ( internalization is beginning). Teachers are also noting student responses. One grade two child has begun making her own "key visuals". In general, teachers continue to report on students' enthusiasm."

January 1991

" For many collaborative planning sessions the Resource teacher, Support or ELC teacher, teacher-librarian and classroom teacher are all involved. This expansion of the planning group becomes possible when classroom teachers have more experience with the method of collaborative planning. We are all very experienced at working alone. Working as a group is part of the process of change. The trickle turned into a stream and is becoming a flood which is difficult to maintain. 97% of the staff have been involved in collaborative planning to date. This is not just an ESL Pilot, it has become a school project. "Key Visuals" trip off people's tongues with more regularity and no longer sound like a foreign phrase. There is a very wide range of use, acceptance, understanding and internalization but everyone is moving ahead."

February 1991

"We have begun a formalized unit evaluation by building in collaborative release time at the completion of a unit. Offering reflective time to analyse the work done, is something teachers rarely experience. We expect this new process will not only benefit the Pilot, but also will be helpful to participating teachers. We continue to build steam. Collaboration, as a process, seems easier and more natural for all the staff. The roles of the classroom teacher and support staff seem to have jelled

( a report in March was not required due to the Spring Break )

April 1991

"The fact that the "collaboration steamroller" isn't slowing down, make one feel part of a tidal wave rushing towards June. (None of us even have time to inflate the water wings!). Teachers are reporting higher scores on unit summation tests for their students. This is the kind of positive reinforcement to which all teachers can respond. One teacher believes that her class is not only better able to understand and remember the content, but she is most excited that they are "learning how to learn". In general, teacher perceptions of students are changing. They have increased their expectations of student cognitive abilities, and are making fewer assumptions about student language proficiency."

May 1991

" The teacher-librarian and the Resource teacher are in the process of developing a new planning/evaluation form including a pre-collaborative check list for teachers. This is a step towards encouraging increased responsibility by classroom teachers, as we head into the final year of the Pilot. From the responses at the professionals day of brainstorming ideas for the Pilot next year, many positives have been noted. In general, there was an excitement for what can be accomplished next year. Many

teachers are thrilled with the academic performance, participation and motivation of their students as an outcome of collaboratively planned units."

June 1991

"Over-all, it has been a very successful year----outstripping my own hopes and goals for Year One of the Pilot. All of the staff participated in collaborative planning at least once. We all need a break and a rest now, but people are enthusiastic about September ----wanting more collaborative planning and more team teaching. The success to date is due to many factors; a supportive administrator, an exceptional team, an open staff and all the help from the District ESL people."

Teachers' initial participation may have been due to suggestions from peers, expectations of the administrator, social pressure, curiosity and wanting to try something new or even the hope that there might be a reduction in a large work load. However, for people to return for more collaborative planning, could have been due to the fact that the strategies being implemented were simple for the teachers to put into practice and that there was an impact on student performance--it was working. As can be noted from the excerpts of my monthly reports, teachers

began seeing results with their students. It began with noticing an increase in motivation and ended with improved student performance and a change in teacher expectation and perception of students' cognitive and linguistic abilities. For teachers, I believe that this is the most significant motivator for continued participation.

#### 4.52 Staff Input

As was mentioned previously, at the end of the first year of the pilot, the staff were asked, at a professional day, for ways to improve the pilot for its final year. The staff were grouped for this discussion by grade level. There were general similarities amongst the groups. All groups stated the importance of collaboration release time and asked for this time to be increased. Some of the suggestions concerned the Primary Reception class, integration of ESL students, timetabling and materials. Those that concerned collaborative planning included the following:

- The request that we continue to develop new teaching units, rather than just replicating what we had done in the first year.
- Collaborative planning time should also include evaluation at the end of teaching a unit
- The development of a Key Visual file which would include generic blank visuals and be available to the staff

- A goal for teachers to become more independent preparing Key Visuals

- A chart in the staffroom to alert staff to what units are in the planning process so that others may be interested in joining in or have materials to contribute

- More team teaching

(taken from a collated list of brainstormed suggestions, presented to the staff for further discussion in June 1991)

Most of the ideas for improvement were implemented the following year. As a result of the unanimity of the staff regarding the importance of collaborative release time, in the second year of the pilot this time was increased from 40% to 60%. This meant that the staff could now sign up for collaborative planning on three days a week instead of two. A new staff member was hired to provide this release time. Since one purpose of this release time was to ensure that collaborative planning was not an added burden to classroom teachers, it was important that teachers did not have the added task of leaving prepared lessons for the release teacher. To this end, the release teacher offered a multicultural program, focusing on cultural similarities and seasonal festivals or events. This program was viewed as enrichment by the staff and as such offered an added incentive for collaborative planning.

#### 4.6 A Developmental Process

Participation in collaborative planning was a goal successfully accomplished at the end of the first year of the pilot. In the process I was also developing background knowledge necessary to continue the main goal of retraining and support for the staff in putting into practice new strategies to link language and content teaching. I was gaining more knowledge about each teacher; as professionals, their task preferences and styles; as learners, their understanding and level of acceptance of the new ideas; and as people.

The ultimate goal with any implementation of change is ownership, so that the ideas are part of the teacher, are theirs to use as part of their teaching repertoire and to continue to develop on their own. If the main concern initially was participation, this changed into one of ownership and moving people along their own developmental continuum. Some of the developmental aspects around collaborative planning that emerged are presented in the following chart:

Terms used: ILC--Integrating Language and Content

CALP--Cognitive Academic Language Proficiency

KV---Key Visuals

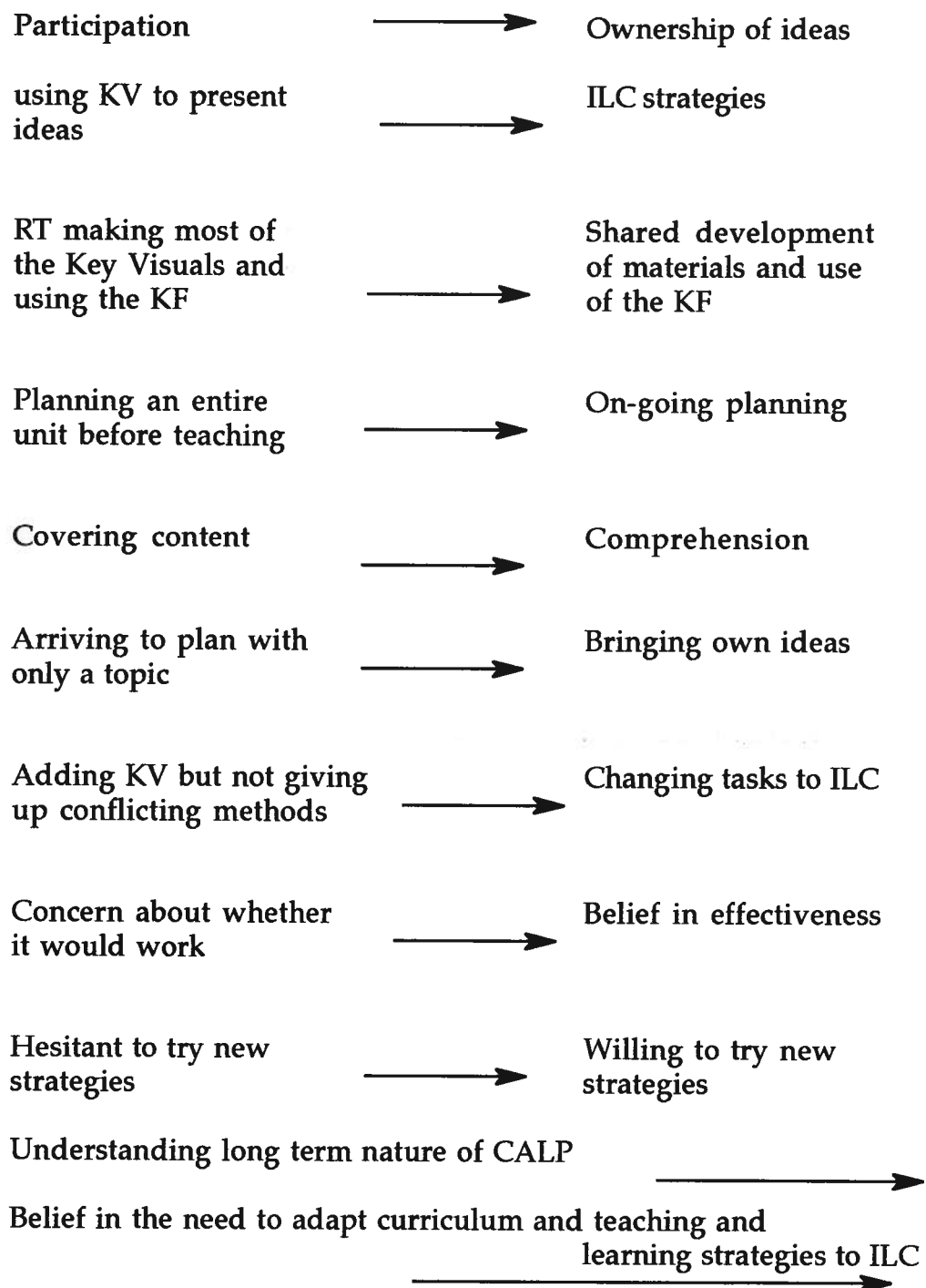
KF---Knowledge Framework

RT ---Resource Teacher



Figure 3

## DEVELOPMENTAL ASPECTS



## 4.7 This Model of Collaborative Planning

### 4.71 In Comparison With Collaborative Consultation

Into the second year of the Pilot, collaborative planning as a developmental process, as part of the innovation was in place. As a participant / observer, through field notes and transcriptions of taped collaborative planning sessions with six teachers, there have emerged key themes that differentiate this model from other collaborative consultation models. The key differences are in the nature of the reasons for collaborating which in turn create different focuses for each model (Figure 4). As was mentioned previously, the reason for collaborative consultation, coming out of Special Education, is problem based so the focus is on sharing a definition and solution to a problem. The role of the classroom teacher is to bring the problem and receive the tools to fix it. What is implied is that what the teacher was doing wasn't working. With input from the teacher, a program or strategy is offered for a specific child or group of children. Students are the focus of the goals of consulting and its outcomes, the tasks which are designed. There is a set sequence of steps to guide and formalize this process. Since a specific problem is being addressed, collaborative consultation is not an on-going process. These factors create a technical, prescriptive model. It fulfills its purpose, serves a function and fills a need within schools as teachers face the mainstreaming of special education students in their regular classes.

The purpose for collaborative planning, on the other hand, is to support teachers to learn and implement teaching and learning strategies which integrate language and content. Teachers are not told to throw out what they have been doing, rather, to integrate new strategies to make learning more efficient. This is not an add-on for one group of students, but methodology useful for the entire class. Since one goal of this model is the re-training of teachers, the process is long term and on-going. As well as the students, the teacher is considered when designing tasks. The teacher is viewed as an important part of the process--an active agent constructing what will be going on in the class. Hence the development of student tasks is a joint venture, with joint ownership of the ideas being one outcome. Being a developmental model means that the steps in the actual process of collaboratively planning must be responsive to each teacher. To help facilitate this, an informal atmosphere that is enjoyable and non-threatening has been encouraged.

Figure 4

## SCHOOL CONSULTATION

- ✓ coming to solve a problem
- ✓ Deficit-- what the teacher isn't doing,
- ✓ What the teacher was doing wasn't working
- ✓ I have the answers and ideas, the teacher implements them
- ✓ a program or strategy is offered for a specific child or group of children --an add on
- ✓ Mechanical process
- ✓ Formal
- ✓ short term
- ✓ focus only on students when designing tasks
- ✓ Role of the teacher--brings the problem, receives the tools to fix it
- ✓ Goals are student focussed
- ✓ Steps in the process:
  1. Setting the stage
  2. Analyse problem
  3. Establish goals
  4. Explore options
  5. Develop intervention plan
  6. Design monitoring system

## COLLAB PLANNING TO ILC

- ✓ coming to work on ILC strategies
- ✓ Here's some new ideas to try
- ✓ Teaching style is working, let's make it better
- ✓ We will both generate ideas and I will offer support with implementation
- ✓ Strategies beneficial for all students in the class
- ✓ Developmental process
- ✓ Informal
- ✓ on-going long term
- ✓ consideration for the role of the teacher as well when designing tasks
- ✓ Teacher is an important part of the context--an active agent constructing what is going on in the class
- ✓ Goal is to re-train the teachers so that there will be a positive impact on students
- ✓ Steps in the process:
  1. Personal contact and interest in individual
  2. Development of ideas, plan, follow-up, goals, proceeds in a unique sequence based on factors involving teacher as individual and as learner

#### 4.72 An Exchange of Expertise

How collaborative planning works in practice and what it looks like will be discussed using examples from the taped transcripts of planning sessions with six teachers. These teachers represent different grade levels, subject/content interests, concerns, and different levels of acceptance and understanding of the innovation. Their grade levels and subject concerns for collaborative planning are as follows:

Figure 5 Subjects

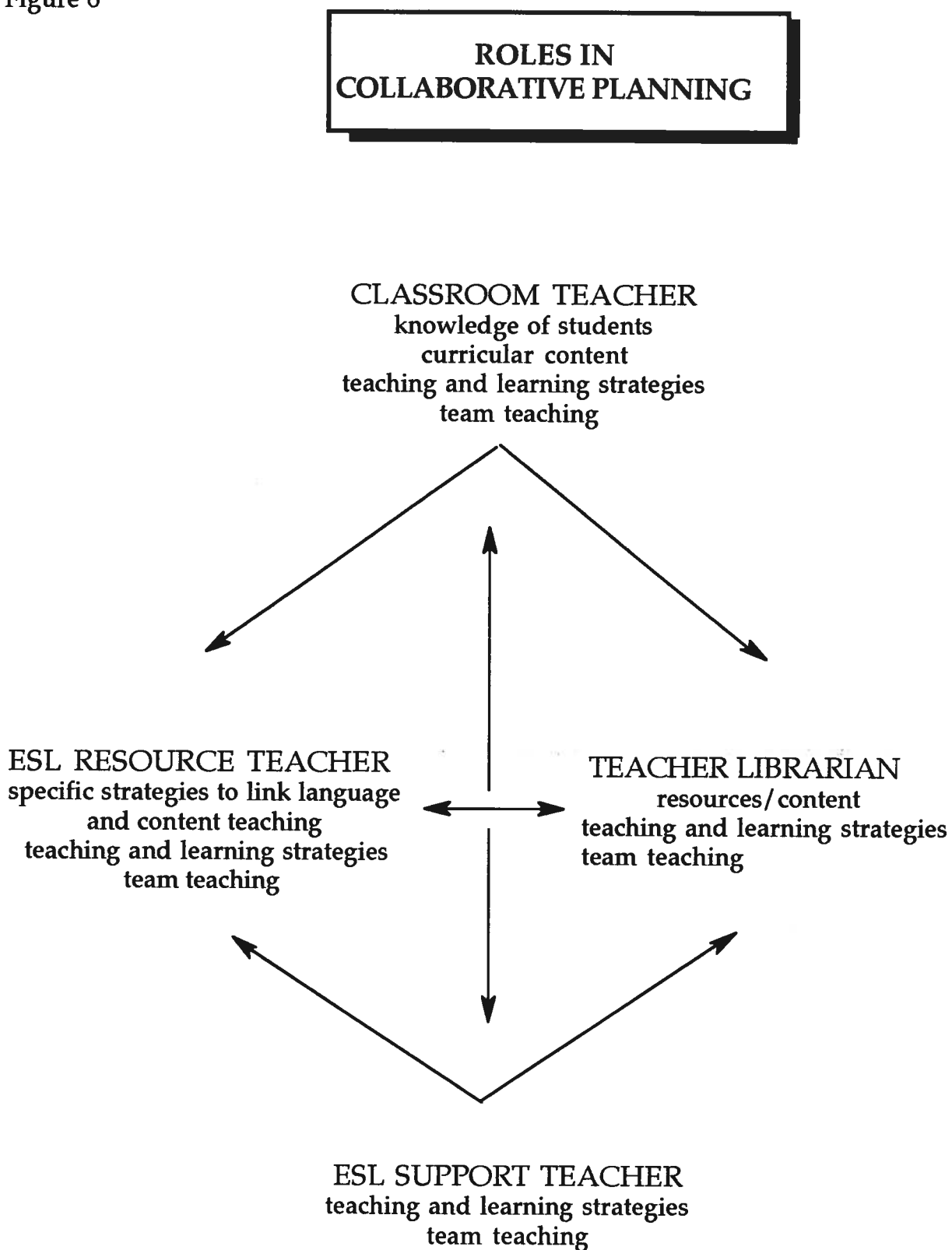
Teacher	Grade level	Subject Concerns
Teacher A	grade 2	SS & Sc.
Teacher B	grade 3/4	SS,Sc. LA
Teacher C	grade 4/5	SS, LA
Teacher D	grade 5/6	LA
Teacher E	grade 6	LA
Teacher F	grade 7	LA & SS
TB, TC and the Teacher librarian(SS)	grade 3/4/5	SS
Teacher Librarian (TL)		
Resource Teacher (RT)		
Subjects:		
SS- Social Studies      Sc.- Science      LA- Language Arts		

In my view, being a developmental process means taking into account what the learner knows and how the learner develops, their strengths, weaknesses and

preferences. The teacher as learner, the teacher as professional, the teacher as person, must always be taken into consideration when collaboratively planning. It is not the meeting of two technicians, but two human beings, who are professionals, in the context of a particular school. Because the developmental nature of implementing new strategies through collaborative planning has been stressed, it must also be noted that my role is to support teachers in this change process. The roles must be that of exchange of expertise, not expert and novice. Although the specifics of collaborative planning with each teacher shows individual differences, general roles have emerged which reinforce this notion of the working together as equals. (See Figure 6 )

Everyone has something to offer. As our experience with collaboration grew, so did our knowledge of what each of us brought to the process. Although it is important to stress the collegial nature of collaborative planning, the final decisions must always rest with the classroom teacher. The decision to participate in the first place is voluntary. The teacher decides on the topic, whether the unit will involve team teaching and if it will occur in the library, thus with the teacher librarian as part of the planning team. In teaching, the burden of all the decisions are usually shouldered by the individual; decisions about what to teach, how to teach it, organization and time. However, once the collaborative planning begins, decisions are shared and thus the responsibility is also shared.

Figure 6



#### 4.73 To Support and Build Trust

Since collaborative planning is a process to support teachers put new strategies into practice, it means helping teachers as they take ownership of the changes and innovations. It has become a truism to say that change takes time. To support change, collaborative planning is thus a long term process, not a one shot, quick fix. It must become institutionalized within the school (Fullan & Hargreaves, 1991, p.49). To be an on-going process it must be useful to teachers, but also enjoyable and non-threatening (Fullan & Miles, 1992, p. 750). Change can be a little frightening. It is thus important to create an environment that feels safe enough to allow one to take risks and know you and your ideas will not be criticized, but valued (Fullan & Hargreaves, 1991, p.48).

One feature of collaborative planning that emerged is the need for and importance of encouraging personal contact time. This has become a common feature with all the staff. At first people felt they should be more formal and efficient and would always apologize for wasting time. Not any more. This time has become part of the ritual. It was important for me to both make planning enjoyable and informal and to continue to develop my relationship with and knowledge of the teacher. Topics we discuss could be personal or professional. Although everyone approached was open to having our collaborative planning sessions tape recorded, we had equal



access to the "pause" button. Teachers always chose to "pause" during these personal contact times and hence, this aspect does not show up on the transcriptions.

This contact time also validates the teacher as a person. Teaching can be very stressful and perhaps it helps to relieve the stress by having someone to talk to-- someone who shows interest in what you think and feel. This might sound strange since we work in schools which are buildings full of people with whom we must relate. Yet much of our time is spent relating to children, not adults. We relate as teachers, not people. At lunch or recess, there seems to be too many people who are all too busy for anything other than a quick anecdote.

Although the topics may involve anger and frustration, most commonly, humour is what seems to bring us closer together. The tapes of the planning sessions are all dotted with the sounds of laughter.

"Life's like that here---we've got to have fun while we're doing it ." (T6)

Over my desk, a photograph of collaboration shows the participants howling with laughter. Under this, the caption states, "Collaboration is serious business". It would not sound that way to anyone observing the process. We are not necessarily witty in our humor. We laugh at our understanding of the content:

(T3)"I remember two years ago when we were doing the Inuit I

said, You know, every time they go out to hunt its like life and death. Why don't they move?(lots of laughter). You know it seems to me they should go south. You know the caribou do it.

We laugh at ourselves and perhaps teaching blunders:

(RT) "Can I suggest that prior to doing that, because I remember last year, they couldn't think of what the seasons are and what the months are and match months to seasons."

(T3)"Good idea" (much laughter at remembering what a difficult time the students had last year with this task without checking and building their background knowledge) "Cause they hadn't a clue"

(TL)"Also we should compare it to our daylight hours--and I don't think we did that last year--like how many hours in a day."

(RT)"OK let's think about some background knowledge here, because that's what was missing last year (Everyone starts laughing again)

(TL) "It was funny"

(T3) "It was hilarious" (S.S.)

We laugh at something amusing a student has done in class, since you don't want to laugh at the child. It seems that we giggle and chortle over things that don't sound or read as amusing --- a "you had to be there" situation. It may not illustrate

our comedic talents, but it does illustrate that people feel relaxed and comfortable together as we collaboratively plan. "In addition to building respect among professional colleagues, collaborative planning is "fun" (Hurren, 1993, p.12).

#### 4.74 Task Design Includes The Teacher

We come together to plan units or lessons by designing tasks. In other models of collaboration the focus of task design is entirely on the students. Here the students are certainly central; their knowledge, strengths, weaknesses, what we want them to learn and what skills do they need to be able to successfully complete a task, are some of the factors which are taken into account. However, the teacher must be considered too. They must be comfortable using and teaching the strategies. This requires knowing the teacher well; their level of experience with and acceptance and understanding of the new ideas. Following are examples of two teachers and their development along the continuum to own the ideas and strategies to link language and content teaching (Figures 7 & 8). This is not a value laden judgment, with sin on one side, moving forward to a state of grace on the other side as new ideas are accepted, but meant to be a developmental process.

Terms used: ILC--Integrating Language and Content

KF--Knowledge Framework

KV--Key Visuals

CP--Collaborative Planning

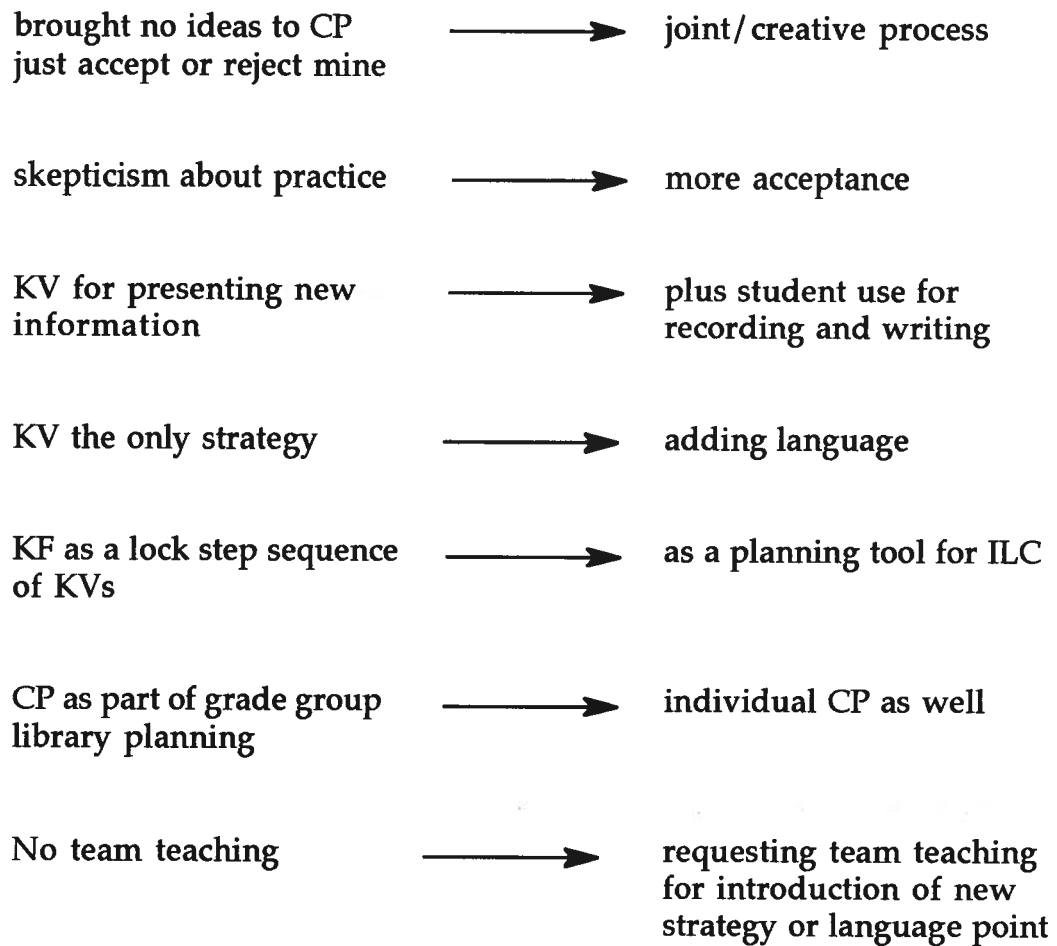
Figure 7

Teacher 6

KV used only to summarize information	→	KV used pre, during, post to write from, review
Language as grammar	→	ILC- teaching language as part of all subjects
KF-organizing tool for teachers	→	KF used for task type, language, KV, teaching KF to the students
No modelling	→	Modelling language for oral and written work
Building background takes too much time	→	Recognizes its importance and does it independently
hesitant to take the time to CP so 1 or 2 CP for a few ideas	→	on-going CP
Concern the teaching strategies to ILC will take too much time	→	Impressed with outcomes: increased comprehension increased quality
No team teaching	→	Requesting team teaching
Every piece of writing must go through 3 drafts	→	Reader Response Journals
Evaluation by quizzes and projects	→	Evaluation including KV and writing

Figure 8

Teacher 1



This knowledge of teachers must be continually gauged, often from their responses to my task design suggestions. A negative response will not be given as a blatant "No". A lack of enthusiasm, uncertainty or rejection of the idea might be expressed:

in hesitation to respond or a lukewarm tone of voice, "Ya, I guess we could." (T1)

as time constraints, "I only have one period to do all this." (T4)

as knowledge about the students, "Do they have enough information to do this?" (T5)

as concern about task type, "They haven't done anything like this before." (T3)

as wanting to see the results, "Well let's see how this one goes first, then maybe we could..." (T5)

I must "read", watch and sensitively listen to teachers' responses, based on my prior and developing knowledge of my colleagues as teachers and people. Designing tasks is not the final outcome of collaboration. The culmination of the process occurs when the teachers teach the tasks and when student learning occurs. So it is as important to recognize the total person who will be teaching this task, as well as who will have to perform it.

"Know Your Stuff

Know who you are stuffing

And stuff them elegantly"

( comment from an anonymous teacher at a workshop)

Collaborative planning is not mechanical. Teachers are not a homogeneous group. Teaching cannot be standardized, so nor can collaborative planning be standardized. Rather it is being diagnostic and perceptive about each person. Knowing what each teacher can do, what they like to do, what they're ready to do, what are their strengths. It means being professionally respectful, informal yet focused.

"Collaboration feels unstructured, open-ended but focused with an underlying purpose. The unstructured part lets me bring in my stuff, but at the end you've brought it all into focus." (T6)

#### 4.75 Student Results

As was mentioned previously, participation was one of the initial goals, a "Try it , you might like it" approach. The greatest impact on teachers' decisions to continue to work together developing new strategies, was the efficacy of the changes. The teachers themselves felt there had been an improvement in learning outcomes for the students. That is what sustains our sense of value and worth as teachers.

"Another thing. I'm so pleased with this program that we're developing this year.... It would be nice to have them for the two years and really build up with this. I can really see it with the writing. Because so much of it is all paragraphs. We're not doing creative writing with all this story stuff. They're concentrating on the language. And the organization of their writing. From

September to now I don't even have to mention some of these things. They automatically put a topic sentence, a closing sentence and sequence the ideas. I really am pleased. One thing I would like to know from \_\_\_\_\_ is if he notices things in their other subject areas. Like if they're doing stuff in Science or Socials if they're using it in their writing."

(T5)

This teacher speaks with enthusiasm about the student gains she sees from September to May. She also indicates a sense, that for her, these gains have been so strong that she expects that her students will be able to generalize their knowledge and skills to other teachers in other subject areas.

When the results can be seen as an improvement, a betterment for our students, then spending the time to collaboratively plan and coping with the stress of change has paid off. The following example comes from a teacher who in the first year of the Pilot was willing to try it but very concerned about the time it took him away from his class.

"The Resource Teacher has to show a passionate commitment.

That's what won me over. At first I had one eye open, one eye closed. I didn't want to jump in unless you could prove it was going to work." (T4)



Spending time also relates to the context of teaching. If one is spending classroom time on new tasks and activities, will there be time to cover the content. There's never enough time for teachers to do all that they would like to do. Student results justify their decisions to allocate class time in new ways.

"Look at even my vocab strategies when I go over it, I've assigned it and they'd do it and we'd go over it all in fifteen minutes. Now I'm spending more time on it. You know me now always worried about time, justification, how much time I'm putting in here, am I taking away from this. So but the results are phenomenal. So I don't worry about it as much or I worry about it a lot less than I did in September. So what I'm saying is we may spend a period just talking about vocab but the discussion, the discussion that happens is at a very high level and then the writing that eventually comes from that. You've seen it. You know. So for me there's no question about justifying that. So I'm not feeling this pressure inside like I use to. ( more laughter)

(T6)

#### 4.76 Taking Credit

Discussion about the results at first did not seem to come naturally to teachers. We usually don't have the luxury of enough time to become involved in discussions about evaluating what we have done--what worked and why. During the first year of the Pilot, it was presented to the staff that we would be meeting at the end of

teaching a co-planned unit to evaluate what had gone on. Over time, and as our planning became on-going rather than completely planning a unit before it was taught, the evaluation became on-going as well. Most planning sessions include this type of discussion. With individual teachers where I am not currently team teaching, I always ask how things have gone, and teachers then explain in detail , what they've done, how they've done it, and the student responses. This is a chance for me to share the enthusiasm, as well as to learn from both the successes and the problems. It is acceptable in this forum ( a forum not often found) to talk in detail and at length about what you do and get excited about it. In the culture of individualism in schools, occasional anecdotes about individual student's excellent performance are acceptable. However, as Fullan and Hargreaves (1991) point out, ". . . teachers are afraid to share their ideas and successes for fear of being perceived as blowing their own horns. . . " (p.40). If a teacher brought a pile of essays into the staffroom and said,"Look at this. This is great!" In my view, it would be perceived by others that what the teacher was really saying is, "Aren't I great". So teachers don't do this. However, it is acceptable to do this with me, since what is implied is that we have shared developing the ideas, which were tried, so we are now sharing the results.

It seems difficult for teachers to take the credit for successes their students make. Teachers have such high expectations for themselves. As Fullan and Hargreaves (1991) note, "it is hard to have confidence in one's expertise and to be perceived by others as having something to offer." (p.43) It becomes important to elicit "play

back" from teachers. Following is an example from a transcription:

The teacher shows me the class' first draft of writing.

"This is really good for a first attempt. They've tried to actually use what you've taught them" "Its impressive, \_\_\_\_" "Its wonderful" "Its exciting" (RT)

I try to elicit feedback about student performance and give teachers positive reinforcement for what they've accomplished. This might sound effusive on the tape, but my enthusiasm is genuinely felt. Positive student results also give value and worth to my job as well. Having someone else as excited as you feel, then seems to give the teacher permission to say, "Its excellent, Its really good". (T5) In fact, as she got more comfortable with the idea that it is all right to "brag" she then was suggesting, "These really need to go on display in the hall." (T5) Asking to have copies of student work for a workshop presentation also validates what the teacher has done and then becomes a focus for our discussion about what to do next--the hows and the whys.

When the work has been team taught, and all have been witness to the results, evaluation in general is still important but one might not think that this type of discussion, this "blowing our own horns" would be as necessary. Perhaps because we are trying new ideas and creating the practice together, that group congratulations are an affirmation of our common quest for continual improvement. This goal of continual improvement of our teaching means we are

never finished. We give each other the confirmation and reassurance to continue. Following is an excerpt from a session involving four teachers who had been working on Social Studies curriculum which was being team taught in the library. Many adaptations to student tasks had occurred this year through collaborative planning and the positive results are shared.

(T4) "With my class we did everything, didn't we."

(TL) "Its so much better this year. It really is. Its just great. They could all understand. They practically all got the words right.

(T4) "They're much quicker at highlighting. They have a good idea about what they're doing. And the charts really help to clarify. The jigsaw was a good idea to do it before the charts were done. It was good."

(RT) "So that's what you did, the environment with the permafrost and all that stuff. Because that was difficult last year."

(T3) "Yes it was"

#### 4.8 The Work of Continual Improvement

Building a trusting and open atmosphere and sharing the successes of joint planning is not the end goal of collaborative planning. It does create the security on which to base the work of continual improvement. In many ways it would be easier to be satisfied with what Fullan and Hargreaves (1991) call " comfortable collaboration", where the study of the "wider purpose and value of what is being

taught and how"(p.55) is never addressed. In discussing teachers' purpose, Fullan and Hargreaves (1991) explain a dilemma that I have faced from the beginning of collaborative planning. "On the one hand, we want teachers to question their own existing practices, and be open to new ideas and potentially better ways of doing things. On the other hand, we need to respect and build on the knowledge and ideas that teachers already have, or we run the risk of by-passing existing valuable practices, and alienating teachers as we do so" (p.20).

So here is the tight-rope I walk between acknowledging and respecting who the teacher is, both personally and their professional experiences and judgment, while trying to make teachers open to new expectations and ideas. How to push with one hand, while supporting with the other. One of the obstacles to upping the ante is the problem of false clarity. This is when people have a narrow view of what the innovation means. In this case, it most often was a teacher successfully implementing a part of one strategy, for example using Key Visuals to present information, and not yet understanding there were broader issues around integrating language and content; thinking that implementing the one strategy was the total innovation. In my opinion, too often with educational change, it is a one shot, one practice idea. Learn it and go on to the next, or wait and it will pass

like all of the others. This has been many teachers' experience in the past (Fullan & Hargreaves, 1991, p. 27). So learning one strategy must be it and now let's get on to the next topic. Since collaborative planning is long term and developmental in the support it offers to integrate language and content, it is innovative in its depth of purpose.

#### 4.81 Start From the Teacher's Agenda

So for myself, upping the ante became a goal. This meant offering suggestions that explicitly dealt with the language component in the content. "Pushing" people to go beyond with what we had already been successful, while remembering that support and trust were equally important. Taking small manageable steps forward, while building ownership of the process and the product by the teachers. It would certainly be more "comfortable" to just pool our ideas and share materials than to try and extend and create new ideas.

The beginning of each collaborative planning session belong to the teacher. Each teacher brings a different agenda, different goals and expectations as well as different styles of planning. Some teachers arrive with a broad topic. For example one teacher wanted to do something on the Moaris and Planetarium, since those were the shows she was taking her class to see at the Children's Festival. She then decided to start with the Maoris, comparing them to us. Perhaps this focus was

because we had just completed a unit on winter clothing where the language focus had been on comparing and contrasting and she was happy with the work that had been done.

Others may bring a broad student goal, "I'd like to challenge them to go beyond surface things---a deeper meaning of thought with this next novel."(TF) Some teachers have very specific things they want to cover. It might be a specific language or knowledge structure which we haven't worked on yet or specific content and student tasks .

"I want them to do an oral report and I'd like North American Animals in the content for their oral report. I want them to make a Key Visual or something to go with it which they have to produce themselves."(T2)

The following teacher began a series of collaborative planning sessions by bringing a general topic which she wanted her class to study, "Dogs" and some specific student tasks which she wanted included. These tasks were those to support ILC and over time were now part of her own teaching practice. These she stated first before we began to jointly develop content and language goals and tasks:

" I'll do brainstorming with my class first to see what they already know about dogs and put it on charts like I did with the Deer Unit. They're getting really good at comparing and contrasting. I showed you the one they did on

an ungulate versus me? So this time it could be comparing dogs and deer since they've just done deer. And we'll do parts again. So I need a simple dog picture to make a chart. " (T1)

With the Teacher-librarian, we then look through books about "Dogs" to first find a dog picture that would lend itself to labelling. As we go we discuss "dog facts" as we look at different resources, which we would like to include in the content, and using the Knowledge Framework, decide on student tasks, Key Visuals and discourse structures to include. This teacher likes her primary students to learn interesting and unique facts about the animal and to learn challenging new vocabulary.

"We've got to teach the classification again cause they all use "ungulate" all the time now. They like using hard words and they're the ones they remember. What is it for dogs? So they can learn muzzle and hocks and dewclaw." (T1)

If the planning is on-going while a unit is being taught, teachers usually begin with a review of what has happened in the class and then may offer suggestions for future tasks. These are just some of the variations amongst teachers and how they begin planning. What is the same for each is that they have the ultimate choice of what they will do and how they will do it, when standing in front of a class. "We have two themes to work on now and I think that's enough." (T4)



#### 4.82 Offer Choices

Fullan and Hargreaves (1991) point out how important it is to understand that one aspect of teachers' professionalism is their capacity to make "informed discretionary judgements in the rapidly shifting environment of the classroom." (p.19) In creating ownership while extending ideas, it is important to keep this fact in mind and recognize the necessity of giving teachers opportunities for exercising their discretionary judgment. It also shows professional respect. It means offering choices and suggestions, not saying how you want it done.

In listening to the tapes of collaborative planning with different teachers, predictably, offering choices and suggestions always sounded like: "Perhaps we could.." "We might.." "I'm wondering if.." and never: "You should.." "We must.." "We will...". It might involve suggestions about what type of graphic to use. In one planning session I offered two types of Key Visuals which had been developed with other teachers on staff and explained what the students have to do and how we could build on the specific language skills needed. The choice was then hers as to which she felt comfortable with or if she wanted to change or reject the whole or parts of the ideas.

(RT)"I'm not sure which way you'd like to go with this. \_\_\_\_

found, having done a lot with comparing and contrasting first too, that this one was easier."

(T3) "Ya . That's right. If this then that. Actually I think for the grade fours, I think this might work out a little better."

(RT) "This is an important thinking skill. This is fine." (pointing to Effect on one of the Key Visuals)

(T3) "Its that that's the problem" (pointing to Cause)

#### 4.83 Developing Teacher Ownership

In offering choices or suggestions teachers often rephrase to clarify meaning and it is a way to build ownership. Rephrasing also allows the teacher to make adjustments to the idea, to make it fit themselves and the particular conditions in their classrooms. I learn from this also, as we create and fine tune task design. With one teacher who wanted the students to write personal opinions about issues around the Olympics, I offered some examples of how to organize this type of writing using examples from Martin's (1985) genre writing. She took what made sense for her and her class and added subtle changes that matched her understanding of the task and also her comfort with the task type.

" Actually, I wouldn't mind just a partial thing like this. It wouldn't have to be quite as detailed. But just for how to organize this. The topic sentence would state the issue, give a preview if necessary, and then even if they didn't give the points against, but just gave the points for." (T5)

Developing a sense of ownership by the classroom teacher means that I must resist the temptation to take control. The job of teaching requires that we are in control. It feels like an ingrained response but it must be fought against if long term change is to be accomplished. The control must be theirs. An example of this was group collaborative planning of the grade four Social Studies curriculum. These were the first teachers to participate in collaborative planning in the first year of the Pilot.

The teacher-librarian and a grade four classroom teacher had decided to team teach Social Studies, for all the grade four students and half a class of grade fives. The Inuit was to be the focus of study for the year. Teaching would occur in the library for double-blocked periods twice a week with two groups. I became involved at the initial stages of collaborative planning and continued to be part of this planning team as the unit developed and was adapted the following year.

There were many aspects of this situation that were uniquely positive regarding collaborative planning in this school. These teachers had successfully worked together prior to the pilot, so team teaching and collaborative planning were not new concepts for them. The teacher-librarian was part of the Funds For Excellence Project in its last year. This gave her background knowledge and understanding of the concepts of Key Visuals and the Knowledge Framework. Also, she was part of a special interest group of school librarians who were working on these concepts. The classroom teacher had taken part in professional development activities with the staff the previous year, examining the concept of teaching language and content by

using key visuals. Her response to the concept was very positive. She was still concerned about the consequences and impact on her students though.

At the initial planning meeting the teacher-librarian presented a unit developed by another school which used a stations approach. Both teachers were enthusiastic about using it right away, without adapting it. I felt that the tasks required background knowledge that the students would not necessarily possess -- especially about life in the arctic. Professing no expertise in teaching this subject, I presented them with the Academic Task Model and we discussed the background knowledge students would need to be able to comprehend the topics and ideas the teachers wanted to cover. Both were very open to suggestions and willing to discuss ideas as a team. Some of the suggested adaptations were accepted, but not all.

My agenda became working on developing background information and teaching the use of Key Visuals so that when stations were introduced, independent or group work would be accomplished successfully by the students. Over time our roles and relationships took shape in terms of collaborative planning. Even though the process appears to be one of indistinguishable roles without experts, we recognized each others' knowledge base. The teacher-librarian has more input about resources. The classroom teacher is the recognized "expert" about what content she wants to teach and the students' needs and abilities. My role was to focus on the Academic Task Model and introducing the use of Key Visuals.

In collaborative planning with these teachers, my goal was not to produce the perfect Knowledge Framework unit. Rather, the goal of increased skill, internalized use and ownership of these methods by the teachers so that they could successfully use these methods with all their students. This meant focusing on the people and process, not on the product. It meant being aware of personalities, level of understanding and commitment, and their own teaching styles. Change and action must occur at an individual level. It must be cumulative--like the erosion caused by dripping water, not made in one giant step. Over the initial ten sessions, the ownership for using and producing key visuals became shared, with more and more suggestions coming from the classroom teacher.

In terms of these over-all goals, collaborative planning on this unit was successful. However, I remember the frustration I felt at not taking control. Task as an activity, is a combination of background knowledge and action, of process and product, of language and content. All of these elements may not be taken into account if one is not going to use the "expert" model, but rather share and encourage ownership. I felt slight frustration at including tasks, materials and information that I would not have necessarily selected, while other tasks that I felt were important to include were omitted. Many of the tasks required student knowledge of task type, rather than comprehension of content. The struggle with residual twinges of wanting to take over the product has lessened, over time, for me as I witness its effectiveness. In the second year of the Pilot, as collaborative planning continued with these teachers, the work we had done the first year was reviewed and adapted before being

taught. The exciting part for me, was that it was now the classroom teachers who were suggesting tasks and approaches that I would have wanted included in the first year. There was direct instruction before children worked in cooperative groups. The focus was on comprehension. Developing background knowledge for the students had become part of their consciousness. I was no longer the only person suggesting teaching specific language both orally and then moving into more writing. The ideas now belonged to them.

The process of developing tasks collaboratively means taking the lead from the teacher. Using their ideas and suggestions and adding to, adjusting, taking small steps in developing knowledge, understanding and practice. Or taking something they feel has been successful and expanding it. This reflects the developmental nature of the process. To illustrate this, one teacher had tried using the KWL (What do you Know, Wonder about, What have you Learned) strategy to access background knowledge on a topic with her class. She was impressed with the results and began bringing me sheets and sheets of chart paper filled with information from the children. In the next unit I had suggested taking the brainstormed information and classifying it. The next small step of giving some headings to direct the brainstorming was added. Each successive suggestion felt manageable for the teacher.

#### 4.84 A Creative Process

This is a respectful two-way process. Ideas are offered by one, adjusted by the other, further adjusted. Back and forth, building, tinkering, refining. By trying to increase our skills and knowledge about integrating knowledge and content what is ultimately created together, I believe, is better than anything we could have created alone. One example of how the building process works occurred with a teacher when planning about teaching the Olympics. We had just finished a discussion about our attitudes towards the cost of the Olympics. The teacher felt very strongly .

" Maybe that's a good question for us to use. Are the Olympics for the wealthy. Is it possible from poor families to end up in the Olympics?"(T5)

" Yes. That's a really good one" (RT)

"But would they have enough background knowledge for something like that?" (T5)

I then offer some suggestions for tasks to build background knowledge to be able to answer the question. To try and facilitate a question that is important to the teacher. To take the lead from the teacher and add to it. "How about..." Do you think they could..."

The teacher clarifies my meaning about how it would actually look. This is one way to build ownership and not just clarify meaning. "That sounds OK. Yes, we could do that"2. (T5)

Then we automatically now, look at the language needed to do the writing tasks and then how to teach that. In this instance it meant brainstorming the language they know first and then building, adding to it, with oral practice in using it. We have discussions about exactly what language we want to present. Included in this is what the students are expected to do. and this might even include developing examples for the teacher to use.

Ideas are built up. As this teacher agrees to a task and as we both clarify it, in that process new ideas and refinements emerge. There is not one way to do a task or strategy. My role as the Resource Teacher is to include strategies that integrate language and content teaching, but these strategies must not be mechanical and fixed. What has emerged is a creative process where together we build on each other's ideas. Together we are developing what the ideas will look like in practice.

#### 4.85 Joint Ownership

It is not only an attempt to develop ownership of new ideas, but joint ownership of the process, the responsibility, and the decisions. As was previously stated, the ultimate decisions rest with the teacher. After all, it would be easy enough to agree in a collaborative planning group, but behind the closed door of the classroom put your lack of acceptance into practice. However, sharing this burden of decision making and responsibility is part of the benefit of joint work. One teacher



commented that when planning on her own, it was not a lack of ideas that concerned her, rather, the difficulty in knowing what to include, and what to do first. (T1)

Decisions are reached by consensus and through the process of fine tuning task design. We tend to record the details of tasks and activities as consensus is reached. In some cases, everyone records the decisions and both meaning and intent are further clarified by this activity. In other instances, one person records the shared outcomes, while the other adds comments for clarification or detail. This is also a time when the production of teaching materials is shared. Over two years, the distribution of material production has become more equitable. Sharing the product also builds joint ownership. In the initial stages of collaborative planning I felt that I should offer to do most of this work, since the ideas were new and so that people would feel the benefits and not any added burdens of deciding to participate.

Initially, I believed that I would not have any input about content, that the teacher would take on this responsibility in its entirety. This has not been the case. In fact, in listening to the tape recordings of planning sessions, I was surprised how much time was devoted to detailed discussion about our own understanding and knowledge of the content. Whether its a unit on Birds for grade ones or discussing the notion of Epiphany in a novel study for grade sevens, all of the participants have expressed their own growth in personal knowledge through this process. It also seems to be a first step in our on-going decisions about what we want the

students to learn. It is important that collaborative planning extends beyond sharing materials and ideas to the wider purpose and value of what is being taught and how. These are issues that go beyond the technical to the professional.

(T5)"I would like to know from \_\_\_\_\_ is if he notices things in their other subject areas. Like if they're doing stuff in science or Socials if they're using it in their writing."

(RT)"He was talking about that, because in Social Studies they just use it! For the kids too. You know you learn stuff in school like about Early Man and what they were called. You don't use it anywhere else. But this stuff...you can use it in Social Studies, in Language Arts"

(T5) "And for the rest of your life. It doesn't matter if you forget algebra, but you have to remember how to write. ( laughter)

Another teacher, when discussing adding more new tasks in June was commenting on this wider purpose of what had been done so far:

(T6) "I'm just excited about some of the things they might have to say. Cause we've done a lot of the other, but there's so much more we could do. We've done a lot of the writing things where its been laid out. There's been creativity but they've really improved on their mechanical writing skills. That was our goal. Give them the language, when to use it, how to use it, in what circumstances, in what context, for what reasons. I think we've accomplished that this year. So now we're giving them a sense of really....."

(RT) "Of using it"

(T6)"Use it, be free with it, be creative with it... Enjoy language!"

Joint sharing does mean sharing the technical, the details as well. It is not just deciding on general content and task type but specifically what does it look like. These decisions may even involve the exact wording of what to present to the students. It is not offering some general ideas to the teacher who has to then go and fine tune it alone. The whole process is worked on together. Teaching not only involves broader issues of what to teach and why. It also involves the details of how to teach it. When discussing the specifics of tasks some of the concerns are about: students' background knowledge and how to build on it--for both language and content; direct teaching, individual work and cooperative work; the time each task will take versus the time needed to complete the overall topic; what type of Knowledge Structures, key visuals and writing are wanted. This may not be the thrilling ground breaking work, but it is the time consuming work of teaching. It is sharing the burden of long-term improvement. It is also a way that ideas are clarified and shared when translated into specific practice. The lengthy transcription from the Social Studies group collaborative planning which follows, shows this process of sharing decisions.

(T4)"How are we doing this? Are they working in table groups?

Are they each just working on one? Are they moving around in

stations so they each get to each artifact? -- so they end up doing all artifacts?"

(T4)"I mean how many questions do they fill out --for one artifact or for all the artifacts? "

(TL)"I wonder since we have a lot of them. We could make it that they are anthropologists on a particular site and this is what they found and that's what they found. And they do maybe two or three at their one table and then they report"

(RT) "That's a good idea"

(T3) "Then they have their anthropologists' conference and report it"

(T4) "That's good"

(TL)"Are they going to work in table groups and are they all going to fill in one? Like they all fill in 'What is it made of?' I think they all should discuss it and then go on to number two ."

(T4) "Or do they each do their own at the table group?"

(TL) "I think its better to discuss it."

(T3) "Ya, cause last time they did quite a lot of discussing. Cause some of them couldn't figure out what it was. And someone else would say.. and it was really quite good as far as discussion went."

(T4) "Couldn't they all discuss, but each have their own report to fill out."

2. "Oh ya, they have their own report and maybe we only put one artifact and when they're finished that and there's consensus and

then they come back and you've discovered this one now.

(T4) "Are we going to do any lead up to this 'What an artifact is?'

'What an anthropologist is?' a little bit of background"

(RT) "I think that would be an excellent plan"

(laughter at my enthusiasm over the suggestion to include background knowledge)

(T4) "Here's an artifact, go to it"

(RT) "To show them, are we going to go through the plan of picking something from today that future anthropologists might wonder about?"

(T3) "Stapler's a really good one" (laughter)

(RT). "And actually go through "

(T3) "the steps of the chart"

(T4) "What do you mean again by that?"

(T3) "We all do the stapler as an artifact and discuss it. This is used in our present day culture and we go through the questions on the chart, using the stapler."

(TL)"You make it like we're years down the road. you know, in the future, and this is what we've discovered."

(T3) "Actually , \_\_\_\_\_, you could bury your stapler, cause it doesn't work anyway" (lots of laughter)

(TL) "Does anyone have sandboxes anymore?"

(T3) " Yes. and then they really get the idea that these things are

found, not just lying on top of the ground somewhere, millions of years down the road"

(TL) "That would be fun"

(TL) "Who says it doesn't work...it works occasionally ."(laughter)

#### 4.86 Team Teaching

Finally, in discussing development of teacher ownership and joint ownership, if you teach something, you own it. Team teaching has become part of our joint work. However, it was not part of the culture or history of this school. Isolation was the norm. Fullan and Hargreaves (1991) explain the causes of teacher isolation as, "Architecture often supports it, The timetable reinforces it. Overload sustains it. History legitimates it." (p.6) It is also safe. Since the staff had such limited experience with team teaching, it has taken many forms and developed slowly. For most, it began with joint work in the library. It has included the Support Teacher for most of the collaboratively planned primary units taught in the library. The English Language Centre teacher, on the other hand, has team taught with some individual teachers in their intermediate classes.

In planning with classroom teachers and the teacher librarian, it was an expectation that lessons would be team taught in the library. Yet it took many forms. Some people let the teacher librarian do all the teaching and they acted as an assistant,

handing out papers to students. The teacher librarian felt this might have been due to people's view of the library as her room. (Perhaps our isolation has also made us territorial). If the Support Teacher or myself was involved, we would team teach and the classroom teacher would watch. This was a step in modelling new practice. However, at some point they had to do it to own it. I developed a summary sheet for these situations that included the Academic Task Model (Early & Hooper, 1988) as a reminder of this three step model of instruction and sections for task description, material production, and teaching responsibility (Figure 9).

Figure 9 Summary Sheet

Building Background Knowledge		Thinking Through: Rd, Listen Viewing		Reconstructing Knowledge	
ACTIVITY	WHO	MATERIALS	WHO	GRAPHIC/VISUALS	WHO



It can be threatening to have others watch you teach. This may come from our experience of evaluation by administrators as the only time having someone watch us teach has occurred in our career. Just like collaborative planning, team teaching took time to evolve and develop the necessary trust. The common method which has emerged is of different people taking responsibility to teach different segments of one lesson. People now feel free to interrupt one another, to interject with information. The person teaching might ask for input from their colleagues part way through. This had added a feeling of relaxed informality, rather than a sense that by joining in on team teaching, you would have to be willing to perform. No one is on stage. Not only is the task design a creative process, so is the teaching, adapting as we go along. This adapting, this making discretionary judgements while we teach, is what teachers do alone. Team teaching has become to mean sharing those decisions. It also means having another adult with whom to share the experience of teaching, to knowingly share eye contact in response to a situation in the class.

Team teaching can also be viewed as developmental. The staff are at different stages with both experience and acceptance of this, from watching others teach, to formalizing and organizing who teaches what, to offers and requests to team teach. It began with group team teaching, but with this successful experience, most teachers began to request team teaching with me in their classes. These requests were also affected by the individual's understanding and knowledge of integrating language and content strategies. For some, it was sharing the responsibility and the

fun of teaching. For others, it was specific requests when a new strategy or idea was being introduced. Again, once you have pushed for the growth, be there to supply the support.

(T6) "Maybe we could also do this together"

(RT) "It would be fun."

(T6) "It would be necessary. I want you to come in and introduce it-- the whole thing" (lots of laughter)

People wanted to see what it looked like in practice, before they tried to teach it themselves. So it has evolved that I will often teach the new strategies, and the teacher will teach the strategies that they know.

(T4) "I feel I'm trying to teach someone how to drive a car and I don't know how to drive, but you do."

(RT) "We'll play at this together."

This becomes joint modelling. I have learned so much from team teaching, new strategies and methods, that I can now share with other colleagues on staff.

#### 4.9 Teacher Comments on The Process

During collaborative planning some teachers reflected upon this process of implementing strategies to integrate language and content instruction. The following quotes, gathered from many planning sessions, illustrate some aspects of this developmental process from their point of view and perhaps highlight those aspects which are most important for them.

(T2) "For me personally, I have more of a repertoire of ways to present information, you know, on my own, individually. Without working with someone else I wouldn't have been able to do it, without collaboration and working together on it"

(T6)" If you came in and did four Pro D days, with how busy I am. I just think about it. I'm sure you can take a course in the Framework, if it really interests you, at U.B.C. But, come on, the theoretical stuff is not my bag. You know, like we said, teachers, we deal in the practical world. We wanna see what kind of works. Try it, if it doesn't work, fine, put it aside and try this."

(T6)"When we started, I think it was theory, and there was no practical"

(RT) "The only practical bits I think, were Key Visuals, and then they didn't know why they were practical"

(T6)"What do you mean we're going to get writing from this? We can change

a child's [writing]? I didn't understand. And even when the Pro Ds were being done, you know I sat there. I was really skeptical. I really thought "what the hell is this?" I think I'm pretty good at what I do. Most teachers think that way. Imagine if, and I'm a pretty young teacher. Imagine someone who's done this for twenty years. Change is difficult. So you need not only a knowledgeable person but you need someone who understands people. You need people skills, to understand change. And I recall seeing what I thought was theory. I can speak from experience. And now, I don't have any ESL background in coursework and I now have reams of student examples that I can use to show, Hey, look it. And the process--I can describe it. And the students' work is the proof of the pudding."

(T6)"The one thing that was most frustrating, was lack of time. The sincere lack of time, that I thought that we were able to share and I don't know how we combat that. And I'll explain myself. O.K. so here I am and I guess every, you can't have the perfect world, but you try to get it as perfect as you can. OK, so I taught phys ed five to seven and we tried to stay away from putting collab times during that time because the kids really look forward to that PE time so you try and respect that. Then, you know this is, and another way I've changed. You know that leaving my class was very hard for me. I can't describe how hard it was for me to leave my children. But, I eventually, eventually saw and realized the benefits for the children and that's, and that's when it clicked. Because initially, it was Key Visuals and I really wasn't sure

where we were going with this and I was always in my mind, like. I'm away from my class. But the patience was there, we team taught together so that really made it easy. Like, I felt really at ease 'cause I know you knew what you were doing. And I did too, but, with the Framework, initially I didn't. And when you saw the kids, like last year when they were producing some incredible things, you thought. And then I wanted more. But it was really difficult. So much so, look we had to collab Monday mornings. We'd find times to collab. We got to the point where we team taught a lot. The amount of hours in a day just wasn't enough.... It would be great if you and I taught together all week for the whole year. What does that mean. Double salary, hire another three thousand teachers (laughter)."

(T6)"What got me over the hump of thinking all this was just Key Visuals and any picture was a Key Visual. I think it was my willingness to take a chance. Putting a little bit of my ego, my confidence. No, confidence isn't the right word. My trust in another person. Willing to take a bit of a risk. You know before that, what I taught in the classroom, I knew the kids were going to high school well prepared. And I thought I was doing the best job I could, not to put a flower in my cap. You know, you think, I'm doing a good job, do I really want to change this because what about, what if this is all BS and I've wasted a term with the kids. And that, I think, is a very realistic fear. And a fear I know you really respected with me, and with everyone. You gave me all the rope I could have. I mean that I wanted to take.

(T6)"Here's a topic. Compare and contrast two sub-civilizations of Mesopotamia. Choose three characteristics between the two sub-civilizations.... How I described it wasn't probably that coherent, but I know when we assigned it it was coherent, because we made sure it was. But give that same assignment to a grade 12 today, and just lay it on the table. Say , O.K. you can do the research. We'll give you two weeks. Put together a compare and contrast. I'll bet money that maybe their spelling might be a bit better, a few grammatical things might be a bit better. But, the content, and the writing, the organization and uh, you know, how things are, make sense and are put together logically: that there's a beginning, an introductory statement, and then there's a comparison between these two facts. Comparison, comparison, comparison, contrast, contrast contrast, conclusion. And, you know, there wasn't even a bat of the eye. That's what you want us to do? Fine. Off you go and do it. And that's empowering."

(T6)"The kids learn content. You know, what do you want them to know. O.K. they have to learn some things about Egypt, some things about plant and animal cells. But at the end of it all, what is it I want the kids to truly want to know. In a year, in five years, in ten years. I'm not going to be so concerned that they know, these are the parts of an animal cell. What I'm concerned with is that they can take two things and compare and contrast in an organized, coherent manner and that someone else can read and make sense of. The Framework really gave each child, you know I use the word

weaponry or arsenal, academic language arsenal to really tackle difficult text, and to pull out from text those that are the most important facts. Because up to a certain point as a teacher you read the text with the kids, help them decide what's the important points and their relationships. Well these kids did it themselves.... They decyphered the text. They pulled out what was important. They put the relationships together. Some did it a little bit better than others. But they all got it. And they all did a wonderful job. In empowering them to do that, all of a sudden it didn't become important whether they got, you know, marks really weren't, it was doing a really good quality job. Even for myself, it wasn't, marks all of a sudden weren't a priority.... This allows kids at all levels to write with confidence, to organize their thoughts and to read with confidence. I mean that's the kicker."

(T3) "There isn't a finished point and then you're done with it. You keep on going with it. But it's becoming more second nature to see something you want to teach and you say, let's do it this way or that way, from all the ideas we've created together. Which has been great."

(T6)"It's a vehicle to learn English, and not only put language together and structure it in a coherent, organized manner. So that you can use the language verbally in an oral presentation, or in a written form, in an essay, or in a paragraph, or in a short answer, or in a story, a creative story. The key is it transcends all subject areas. It's not restricted to uh. When I started this

whole process, it was key visuals, and it was labelling. And I said how hard can it be to label. You know I've been doing, I do label things. But its beyond that. And that's where I've changed a great deal too. It's getting writing from that. And that's the key. That's what I didn't understand initially. But I wasn't supposed to. How can you learn. This is a very progressive, its a process oriented thing that we've done here.....and there'll never be an end. It is continuous. That's the beauty of it."

(T6)" One area we didn't do yet that project I've done for years. You know the six parter the kids do on ancient Egypt. And although this year they were given some instructions with the Knowledge Framework, to incorporate it and that. We didn't at the beginning of the year really get around to looking at the assignment and designing to really fit. And because I do assign it more in February and March, it would be perfect timing because they'd have really a good foundation to apply it because there's a lot of report writing, oral presentations. It would really lend itself. So it allows for continual change. I don't think you'd ever want to be stuck in the same thing ever again with the Knowledge Framework. Because it is so easy to apply. "

(T2) "Teachers now have, we've done a lot of units together. Teachers have built up some strategies, too. So now that the teachers have built up their own strategies maybe to branch off a bit more and do things to do with the language. Might be, to take it in a new direction, or just add to it.



(T6)"That's what I was saying in terms of empowering the children. And when we gave them an assignment, and said, write a descriptive essay, or write a compare and contrast essay, write an essay or a paragraph that outlines the process you took to accomplish that task, with an introductory and concluding statement to boot. You know, like I said, I call it a language weaponry, the tools they can go out and accomplish a variety of academic tasks in every subject area. Not just English, Socials, Science, 'cause it transcends all subjects. They're all connected. They're all connected by, in my, I don't know, maybe some professor might think of some other thing. To me they're all connected by language. Maybe that's obvious... Now, the number of bricks in the Great Pyramid and this and that is different than what's in an animal cell. There's different language, there's different words that they use to describe, you know, how a cell develops and how a pyramid developed are two different things. But the language we use to describe it, the Knowledge Framework allows one to describe how they come about in terms of process and sequence and how they develop uh, and allows one to use, to describe that process for anything. Be it a cell developing or a group of people constructing the pyramids. The language allows them to look at the situation, the content, pull it out, and write it in such a way that it's, like I said, organized, coherent and it is sequentially arranged and it is descriptive. You know, to me that's amazing."

#### 4.10 Summary

This chapter began with an overview of the conditions and factors which affected the implementation of collaborative planning to integrate language and content instruction. Although this form of planning was innovative in both process and structure within the school, support at both the school and district level enhanced its implementation. Building support both for and by teachers was an important element; as was the focus on encouragement and recognition and removal of identified barriers to change, such as lack of time for planning.

The actual form of this type of collaborative planning emerged over time. From the data collected, it was discovered to be a developmental rather than technical process that stressed teacher and curricular development in the area of language and content integration. This went beyond the simple attractive notion that any collaboration between teachers must in and of itself be a positive arrangement and thus produce positive results. In this case, there was a shared focus of integrating language and content instruction to increase the academic achievement of all students in mainstream classrooms. The model for this type of planning that actually came about in practice, recognized the importance in establishing new and trusting relationships and in valuing and respecting the teacher as a professional, as a learner and as a person.

In the following chapter, the conclusions from this study are presented. In addition, some of the implications of these findings are discussed and further research directions are suggested.

## Chapter Five: Conclusion

### 5.1 Introduction

This chapter will discuss the findings presented in the preceding chapter and connect these with arguments set forth in the literature review. Again, reference is made to the contextual factors which affected implementation of this innovation and the particular form of collaborative planning to integrate language and content instruction that developed at this site. Some of the broader implications of these findings are then set forth. Finally, suggestions are presented for possible areas of further research.

### 5.2 Conclusions

This study set out to determine what forms and within what context does the emergent process of collaboration work actually take, between classroom teachers and an ESL Resource teacher, toward the goal of integrating language and content instruction? The aim of this research is to contribute to a reflective awareness about collaborative planning to integrate language and content instruction. The results and conclusions from observation and document collection over a two year period involving the entire staff and from tape recordings of actual planning sessions with six teachers over a four month period, are presented as an aid to this reflective

awareness. This case study is of a process at one particular elementary school. As such, the limitations are clear. It is not possible to generalize from the themes, behaviors or thoughts presented. Rather, it serves as a description , not a prescription.

The review of the literature is useful in providing broad, general themes that pertain to this study. In Vancouver, schools range from having about 30% to 99% of their student population made up of students who have either recently immigrated to Canada or who were born in Canada, but who speak a language other than English as a first language. The response to this continued rapid growth has been an increase in mainstreaming of these students into regular content classes. It has been shown by Collier (1989) and Cummins (1984) that it can take upwards of five to eight years for students to reach a level of competence in their new language to be able to fully cope with the academic language demands found in regular content classes. These students thus require long term support.

Researchers are suggesting the integration of language and content as the basis for program models to meet the long term needs of ESL students in the mainstreamed classroom. This is in opposition to the idea that by segregating ESL students from the mainstream, they can be taught sufficient English, as an isolated subject, to return to the regular classroom in a year or two and be fully able to successfully cope with the demands of regular content instruction and material. There exists theoretical support for the integration of language and content learning. Krashen's

Monitor Model (1985) has as its central tenet that second language learning should focus on meaning, not form and that input must be comprehensible. In the mainstream classroom, meaning comes from the content. This has been helpful to increase content teachers' awareness of how they are presenting the meaning of their material to ESL students in the target language. Another theoretical point of view that is supportive of language and content instruction is Cummins' Language Proficiency Model (1989). Both L1 and L2 proficiency are considered in this model when examining the development of both social language and academic language. Although there is no academic agreement on the meaning or definition of academic discourse (Mohan, 1991, p.117), the differences in difficulty, formality, and length of acquisition time between social language and academic language do seem to make sense at the level of practice, for teachers actually working with these notions. The preceding theories, though helpful, have as their focus language learning and do not directly address the content goals of the mainstream classroom. It has thus been further recognized that it is important to go beyond the goals of second language acquisition, even academic language acquisition, to language socialization which includes learning language, content and culture. This means going beyond using academic content merely as a new syllabus for the language classroom, to including the development of thinking skills and making systematic connections between language, content and concept learning (Mohan, 1991 , Early, 1990, Crandall, 1993).

Previously, ESL teachers were thought to be solely responsible for language teaching, while regular classroom teachers were responsible for content and process teaching. Students cannot ethically be withheld from the opportunity to grow cognitively until they have acquired a level of language proficiency that would allow teachers to focus on content, since this process can take as long as five to eight years. Thus the presence of growing numbers of ESL students has created a new role for mainstream teachers, requiring them to take responsibility for ESL students' language development as well as content knowledge. Research suggests that most content teachers do not modify their instruction for ESL students and believe that students should demonstrate competence in English before being integrated into content classes (Gunderson, 1985). What then must not be overlooked, is that changes in instruction to address the needs of an increased ESL population meet not only language goals but content goals. The notion that second language learning is the main goal, even if the content from the mainstream curriculum is used as the "new language syllabus", will alone not appeal to the content goals of the mainstream teacher. Even when willing, content teachers report that they lack the specific skills and often resources to address the language needs of their ESL students in the content classes (Penfield, 1987, Reyes & Molnar, 1991). Therefore, it has been suggested that an attractive solution to the question of providing support for mainstream teachers is to adopt co-operative strategies between classroom and language teachers to develop curriculum which integrates language and content instruction (Bourne, 1989). This involves a change in relationships, beliefs as well as teaching practices for the regular classroom teacher.

The research on educational change concludes that the process involved is both complex and evolutionary and must be viewed as change in culture rather than implementation of a set policy or structure. Successful educational change includes not only continuous school improvement as a goal but also continuous teacher development (Fullan, 1993). Working against educational change are the traditional norms of teaching in the dominant school culture of individualism. Conversely, collaborative cultures nurture and support change and are reflected in attitudes of trust and support where individuals are valued as people and professionals. Collaborative cultures require support to develop shared, broad common goals and to enable new forms of relationships to be established.

Researchers in various fields of education have suggested collaboration between teachers as a positive solution to meeting teachers' needs to respond to the general changing demands of the mainstream classroom. Given the dominant context of individualistic school cultures, this attractive notion of teachers working together to meet the changing needs of their students and the changing demands and expectations of their profession is not frequently seen in practice. Referring again to the definition of collaboration used in this study, "collaboration is a style for direct interaction between at least two co-equal parties voluntarily engaged in shared decision making as they work toward a common goal" (Friend & Cook, 1992, p.4). This is no longer a model of the "expert" giving sage advice to the "novice" who is to put into practice a specific strategy to solve an individual student's problem.



As in the broad frame of reference of collaborative cultures, trust and mutual respect are foundations for implementation and also develop with the process. Although these general themes dominate the literature, the need to address pragmatic issues of organizational support are also recognized. The particular need for collaboration between classroom teachers and language specialists to integrate language and content instruction has often been put forth as a means of meeting the language , achievement and integration needs of mainstreamed ESL students ( Mohan, 1991, Crandall, 1993, Bourne, 1989). To date, the practice has predominately been team-teaching or copresence of the language teacher in the content classroom. In this model the language teacher is to focus on individuals or small groups of ESL students to assist them in completing tasks set by the classroom teacher, often on an adhoc basis. (Bourne, 1989, p.92) If, however, language and content development involve changes to language teaching and content teaching by classroom teachers, it raises new questions of the form collaboration might take between a content teacher and an ESL specialist. Mere co-presence is not enough. Collaboration needs to result in contingent and developmental changes to what content teachers actually teach.

The preceding summary of the literature does provide a general look at the issues of this case study. It is useful as a broad orientation. However, from the viewpoint of someone implementing collaborative planning to integrate language and content instruction, it provides no specifics of the process. To illuminate this

understanding, the particulars of this study will be presented in relation to some of the general themes from research, beginning with the reasons for and type of change, followed by the specifics which supported that change.

The need to integrate language and content instruction for mainstreamed ESL students is prominent in recent literature. There appears to be a growing number of forms, strategies and models that are being put forth. Crandall (1993) suggests three broad model types: content-based language instruction where academic content is used in the language classroom to facilitate the primary goal of second language learning; sheltered instruction which is a content class for ESL students; language across the curriculum, where student tasks essential to the content classroom are designed by taking into account both language, content and concept goals. In the instance of this study, the latter model type was employed. We used the Knowledge Framework (Mohan, 1986) as a planning tool to identify knowledge structures which bridge both language and content outcomes. Key visuals are developed to explicitly represent these knowledge structures and by lowering the language barrier and organizing and simplifying content they become an aid in student comprehension and in the development of academic discourse. Although these are the broad strategies, this is not a linear, lock step methodology. At the practical level, utilizing this approach, it is a complex interaction involving the particular situation, culture, and the context for each individual who is involved in creating the specific, unique form the tasks will actually take. This systematic approach includes not only a number of strategies but also a theoretical framework

and is based on a language socialization rationale. This is in contrast to approaches reviewed by Crandall (1993) which focus on single instructional strategies to facilitate content-centered second language instruction and are based on a language learning rationale. The differences in these approaches have implications for the type of staff development offered to content teachers. The single strategy method encourages a technical approach to staff development. Both the approach and the teacher development are specific and limited. The approach instituted in this study is more complex since it is both contingent and developmental. It is contingent on what the teacher is doing, has done, and their own goals and is thus developmental. The corresponding forms of staff development must then take these features into account.

Both for successful change to occur and as a condition of a collaborative school culture, there must be a consensus on broad goals. In this instance, the goal was the integration of language and content instruction in mainstream classrooms. Thus content teachers were required to further expand their role to include taking responsibility for language development as well as content knowledge. However, research has highlighted the lack of positive attitudes on the part of content teachers towards changing instruction for the ESL students. In this case study, creating consensus on broad goals meant changing attitudes on the part of staff in regards to addressing the issue of adapting instruction for ESL students. This was initially accomplished through pre-service workshops. The ideas about academic language and the length of time required for it to develop gave teachers a reference to frame

the context of ESL students in their classes. Given the numbers of students (75% at this school) and the length of time to become proficient in academic language (5-8 years) it was seen that the ESL specialists alone, either in pull-out programs or reception classes, could not meet these needs. Classroom teachers thus became aware of the need for their instruction to include language development.

Once a willingness to address these issues was established, then strategies and techniques of integrating language and content instruction, based on the theoretical model developed by Mohan, were offered through professional development activities. Specifically, the staff were introduced to the Knowledge Framework as a planning tool to identify knowledge structures which bridge both language and content outcomes. Key Visuals which explicitly represent these knowledge structures, were demonstrated as a practical way to aid in student comprehension and in the development of academic discourse. The Task Design For Teaching and Learning ( Hooper and Early,1989 adapted from "Erica" Model, Moris and Stewart-Dore ,1984) was introduced as a model which included three general steps; building background knowledge, making connections while interacting with the information and reconstructing knowledge.

Creating a shared vision and establishing implementation plans does not precede action. Rather, the vision and plans must occur through interaction over time. During the first two years of the Pilot, and the period of this study, further professional development time was devoted to eliciting participant input and

soliciting their concerns and suggestions to further deepen their understanding of the theory and aid in developing the practice of integrating language and content. Implementation plans were initially made by the Steering Committee and then taken to the entire staff for their suggestions and approval.

To implement and sustain a change in education process, beliefs and relationships it is important for support to be both centralized and decentralized, top-down and bottom up. This particular study contained elements of this two-way influence. The district provided material support in the form of extra staffing, professional development for both the entire staff and for Pilot staff, and additional funding for resource and teaching materials. Bureaucratic support was offered in establishing regular forums for the Pilot Steering Committees from the six elementary schools to meet and discuss emerging issues and concerns. Teachers in Pilot positions were also able to meet to share information and concerns. In this way, the district was apprised of common and particular themes at the school level. With this information they were able to offer further informational or supplementary, limited material support. The district also became a central clearing house of sharing information and implementation ideas between schools. The professional development activities were designed collaboratively by the district staff and the school's Steering Committee. This not only allowed the particular context of each school to be taken into account but also specific requests could be incorporated into a tailor-made program.

If the integration of language and content is the ultimate responsibility of the content teacher, who will implement the program, then support for classroom teachers must be part of the program model. Simply presenting new strategies and ideas does not necessarily mean that people are clear about how to translate them into their own teaching practice. Collaborative planning with the ESL Resource teacher was offered as support for classroom teachers in implementing these ideas. Collaborative planning went beyond putting a language teacher and a classroom teacher together to plan instruction. Specific ILK strategies, to which classroom teachers had been introduced, were the basis of this planning. These strategies offered a bridge between content, language and thinking skills and went beyond L2 acquisition to language and curricular integration. The strategies were to be the basis of task development jointly achieved by the classroom teachers and the language teacher. They were offered as concrete and practical, yet open enough to take into account individual teacher contexts.

Suggesting or even mandating that this joint work should occur does not ensure that it will be instituted. In this case study, collaborative planning was part of the stated role of the new position of ESL resource teacher. This was additional staffing to provide teachers with on-site support, not taking away existing service from students to provide a new form of service for the staff. Not only was the role mandated and supported at the district level, the staff themselves agreed to this concept as part of the mutual decision to request participation in the pilot. Release time for collaborative planning was provided during school time to remove this

structural/organizational/ pragmatic barrier to participation. The developmental nature of the process was recognized by the administrator, the resource teacher and the Steering Committee, so participation , not product was the initial goal.

As Fullan (1993) points out, change is a journey not a blueprint and since it is a complex process, the particulars cannot be known in advance. However, having the car filled with gasoline, the luggage loaded and everyone sitting in their seats, does not mean you will actually get anywhere. It is important to understand some of the specifics of the actual journey of collaborative planning to ILC.

So staff were brought to the stage of willingness to include ILC goals and were offered strategies and techniques, with support (CP), to enable them to put the ideas into practice. This still does not ensure a change in their roles and responsibilities will be realized. Initially, staff were hesitant to take time away from their classrooms to collaboratively plan. There may have been a sense that participation was meeting language goals at the expense of their existing content goals and a possible fear that techniques to ILC might actually mean watering down content objectives for the benefit of ESL students and the detriment of L1 students.

Staff came to collaborative planning bringing different skills and goals with varying interpretations and reactions to the new ideas and strategies. Until they had some experience in practice to demonstrate otherwise, there was general concern about how these ideas would tie into what they were currently doing and wanting to

do in their classrooms. Thus the process became contingent upon each individual's context and developmental, as the strategies were being jointly developed as they were put into practice.

Initially and throughout collaborative planning, the starting point was always the classroom teachers' objectives, whether they brought very specific or general topics and or student tasks. In the beginning, I would use the Knowledge Framework as a planning tool to organize their content objectives--thinking skills, new concepts and tasks they wanted to teach. As additional student tasks were further jointly developed, the Knowledge Framework was also used to identify possible Key Visuals.

For most people, Key Visuals were the starting point. Teachers own goals were to help students understand ideas presented in texts and lectures. They saw Key Visuals as a tool to meet those needs. It was a strategy which could be easily incorporated into their existing practice, which was not too time consuming to compromise their need to cover the content. The focus was content not language teaching. The Task Design for Teaching and Learning which included a focus on building background knowledge was viewed at the beginning, by some, as a good idea if they had extra time. Which they felt they didn't. At the start, people's language concerns for their students focused on language in isolation, language in the Language Arts curriculum and thus at the grammar or sentence level.



Over time, the ideas and strategies were further developed as they were put into practice. Recognizing the developmental and contingent nature of this process, the degree and nature of these developments varied for each individual. However, some general trends emerged in relation to ILC through collaborative planning.

Initially staff were willing to give collaborative planning a try and thus came to jointly plan a complete unit. Once the unit was planned, they would go off and teach it. This one shot approach to planning changed with time into ongoing planning with an increase in the sharing of responsibility for all aspects of the planning outcomes, including team teaching. The use of Key Visuals was expanded beyond a tool for presenting or summarizing information by the teacher. When the Task Design For Teaching and Learning was included as another strategy to try, then Key Visuals were used not only as a teaching tool but as a learning tool for students, initially to help build background knowledge and for note taking and summarizing information, for review and eventually for evaluation.

At the point where Key Visuals were used by students as a guide for writing and speaking tasks, then the step to explicitly teach language was accepted by classroom teachers. Modelling, as a teaching strategy, was viewed as beneficial when designing tasks which included direct teaching of language as part of all subject areas. At this point, team teaching was often begun. (Perhaps since we all recognized that this was really new territory).

As student tasks were continually developed to include both language and content goals, the use of the Knowledge Framework developed beyond a planning tool to organize tasks around thinking skills, to a planning tool for identifying Key Visuals and specific language types which correspond to the Knowledge Framework. Finally, some intermediate staff felt the Knowledge Framework would be a useful tool for students, especially to assist them in becoming independent in constructing their own Key Visuals.

The trends outlined above illustrate the journey teachers took and demonstrate both the development of strategies to ILC and an increasing willingness on the part of content teachers to take responsibility for both language development and content knowledge. However, the route and distance covered in this journey varied for each teacher. In the beginning, the staff were simply willing to try collaborative planning once (a willingness to sit in the car). There were assumed expectations that the participants were open to try something new and that my role was to assist in developing Key Visuals. The developments mentioned previously only occurred with repeat participation. Therefore, the specifics of what fuels the process are also important. The journey will not be sustained unless attention is paid to some of the elements. In retrospect, seven major elements unfolded along the journey of developing a collaborative planning process to ILC in this study.

Collaboration was voluntary. Although the staff as a whole agreed to apply to be a Pilot school, it is recognized that the level of commitment amongst the staff likely

varied. Once the school had been accepted, the implementation of collaborative planning may have been viewed as a mandated change. However, the decision to participate was a voluntary one for each classroom teacher. The voluntary nature of participation was stressed from the first staff meeting where the new positions were described. The process of signing up for collaboration meetings reinforced this and was kept private to limit any initial social pressure to participate.

Support for teachers to implement language and content instruction was evident in organizational, material/resource and social forms. The goal here was not to increase the burden on classroom teachers. The support from the district has been previously mentioned. The extra staffing for on-site collaborative planning offered teachers assistance with curricular adaptation and material and task design.

Additional release time was made available so that classroom teachers and the ESL resource teacher could meet during school hours without the responsibility to plan instruction during those meetings. The principal at this site provided supportive leadership. He recognized the importance of release time and altered to school's organization to be able to accommodate this. Extra material support, at the school level was also directed towards support for the staff. He demonstrated a public commitment to the Pilot: by his active participation in all professional development activities; by becoming a spokesperson, at the district level, for the efficacy of the implemented strategies of integrating language and content; by addressing the specifics and implications of the pilot at all staff meetings. The staff were also

continuously praised and their efforts were frequently recognized and lauded, as individuals and as a group.

Trust must be present to initiate collaborative planning but it also grows with the process. The voluntary nature of participation was probably one of the specific factors from this study, that nurtured a climate of trust and mutual respect. During the actual collaborative meetings, valuing individuals' input as an equal part in the creative process of task design, by both offering and seeking suggestions without taking control, may have lessened any apprehension about the process being judgmental. Encouraging personal, informal contact time at the beginning of collaborative planning sessions may also have helped trust to grow.

Parity amongst the participants and joint sharing of responsibilities were important in this form of collaborative planning between language and content teachers. The roles began to overlap, without rigid definition, in the process of exchanging expertise. Although it is recognized that the classroom teacher has ultimate responsibility, sharing the burden of decision making regarding the content, the process, students tasks and material development was a benefit for classroom teachers. The process by which consensus was reached took into account the concerns and goals of each of the participants. The shared development of outcomes was open enough to allow for differing entry points and for the context of each teacher to be valued and taken into account.

The process of collaborative planning was enjoyable. This may not seem to qualify as a major element, yet it was an important feature of the process. It was not an expected outcome, yet was obvious in the results. Although not mentioned in the literature, the laughter and informal, personal nature of collaborative planning in this study, may have had an impact on repeat participation. Creating an atmosphere that is enjoyable may have helped in countering the anxiety and stress of taking steps towards any change. (Fullan and Hargreaves, 1991, p. 72)

Within the context of this case study, collaborative planning to ILC, using the strategies based on the theoretical model developed by Mohan, appeared to offer the bridge between language and content goals for classroom teachers. For teachers to invest the time and effort to attempt changes in their teaching, the proposed changes must be seen to meet their own teaching aims and objectives. The strategies must be useful for all of their students, otherwise teachers are being asked to teach one set of skills for their ESL students and another for the L1 students, in effect doubling their responsibilities.

The final and principal element was in the results content teachers experienced in their classrooms, as a product of collaborative planning to integrate language and content instruction. Teachers reported that they saw the strategies leading to better content learning by not only the ESL students but for their L1 students as well. This fulfills the goal of content teachers for their students to be successful in learning the ideas, concepts and processes taught in the mainstream classroom. This approach

goes beyond a language learning rationale, which can lead to diluting and simplifying content to content goals where teachers had strategies that allowed them to present more cognitively demanding tasks and content to all their students. They increased their expectations of cognitive ability and began making fewer assumptions about language proficiency for all their students. They came to recognize that language development impacted positively on content learning. According to their own informal reports, they were rewarded by improved student results. Beyond a language learning approach, we find content teachers were part of developing this approach. The student results helped to counter the pressure teachers feel to cover the content, leaving no extra time to include language in the instructional equation.

### 5.3 Implications

The conclusions from this study have important implications for those involved in planning or implementing a program to integrate language and content instruction through collaborative planning between a language teacher and a content teacher. The researcher believes the following six tentative implications are crucial. These implications are stated in direct form and should be understood as being qualified by the fact that this is a case study of a number of teachers at one school only and that generalization is limited.

1. Language teachers and content teachers working together to plan instruction is viewed as a promising answer to meeting the need of ESL students in mainstream classrooms. However, it is not enough to simply put the two parties together. The process must work towards meeting both language and content goals. The goals of the content teacher must not be overlooked or subordinated. In integrating language and content instruction, both the process and the eventual outcomes must meet the goals of content teachers.
2. Content and language teachers must have a shared frame of reference when collaborating to plan instruction. The need for this joint work must be explicitly stated yet general enough in its particulars to accommodate individual teachers' contexts.
3. Teachers must be given information about the need for the integration of language and content development if they are to be willing to change their teaching roles and responsibilities. However, this must be done in conjunction with offering strategies which enable teachers to meet those changing needs of their students.
4. With support, classroom teachers can successfully include integrated language and content teaching as part of their role. Given the research regarding teacher attitudes to ESL students in mainstream classrooms, without support teachers will continue to focus on covering their content and feel a growing frustration with student results. An ever increasing presence of ESL students in their classrooms

will be viewed as a problem, not a benefit.

5. It is crucial for administrators, at the school and district level, to understand the basis for the need to integrate language and content instruction to support mainstreamed ESL students. This understanding is necessary so that they can provide both the particular and systemic assistance and support which is required to enable this change.

6. For this process to be successfully implemented, the same level of support cited in this study is crucial. This involves both district and school level support and includes organizational, staffing, teacher development and material forms. Inadequate support is in fact wasted resources. If you work with a staff to the point where they are independently using the developed strategies in the mainstream classroom, then the effect is both positive and long term. The direct impact will be to support those students who are beyond social language acquisition, who have been denied any service in the past due to lack of resources. Some of these students, without in-class support of curricular and learning strategy adaptation, will be less likely to reach their academic potential. This becomes a human and social cost. The notion then that the levels of support seen in this case study are too costly are called into question. It may be more efficient to adequately provide support in the long run to be able to prime the process whereby more teachers are able to reach levels of independence to implement integration of language and content strategies for all students.



#### 5.4 Directions for Further Research

The findings from this study not only set out the particular form of the process of collaborative planning which emerged and some of the influencing factors, but also indicate directions for further research. Seven such suggestions are presented here.

##### Focus On The Process:

1. What other factors encourage or impede collaborative planning, beyond the ones developed here? For example, the size of the group collaboratively planning.
2. What is the process of moving from the initial implementation phase of a pilot to becoming a demonstration site?
3. After the initial implementation phase, what role is played by administrative support in sustaining and developing that innovation?

##### Focus On The Individual

4. How are collaboratively planned tasks implemented or further modified in practise in classroom where the content teacher has sole responsibility for teaching?

5. As an outcome of collaborative planning to integrate language and content, are there changes in knowledge, skills or attitudes of the classroom teacher?

#### Focus On the School Culture

6. How does implementing this type of collaborative planning to integrate language and content instruction impact on the culture of individualism? Is it a step towards creating a collaborative school culture?

7. What is the process of involving new staff members who have not been part of the implementation phase, so that they can become part of the collaborative school culture?

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