

# Collaboration for Multilingual Learners with Exceptionalities

## We Share the Students

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*Discover models, strategies, and real-life stories to strengthen your collaborative practices.*

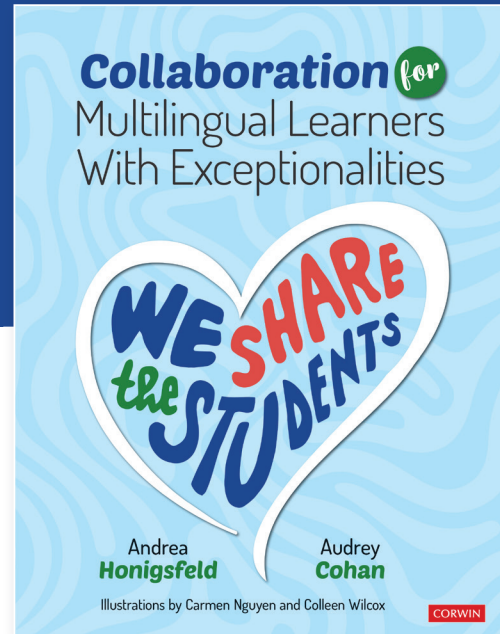
Cooperation, coordination of services, and impactful collaboration are critical to the success of multilingual learners with exceptional needs. Written by experts in the fields of language and literacy development, equity, and special education, this practical guide emphasizes the power of partnership and inclusive pedagogy to transform educational practices for culturally and linguistically diverse students. Through six comprehensive chapters, the book offers strategies for effective co-planning, co-assessment, and co-teaching, while emphasizing the importance of cultural diversity and equitable classroom-based approaches for students with exceptionalities.

Each chapter includes opening sketch notes offering a visual representation of key ideas, anchor and reflection questions, and additional resources for extended professional learning.

Other unique features include:

- Real-life scenarios of successful collaborative practices and innovations developed by educators of dually identified multilingual learners
- Leadership-specific recommendations to support the success of initiatives for multilingual learners with exceptional needs
- Essential tools and protocols to implement equitable classroom-based approaches for creating inclusive, collaborative learning environments

Both a practical guide and an urgent call-to-action, this book supports educators, districts, and communities to embrace collaboration, combine their professional expertise, and use shared voices to advocate for multilingual learners with exceptionalities.



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## FIVE STAR REVIEWS



Calling us to turn away from the 'your kids, my kids' mindset that has long thwarted collaborations in schools, this much-needed book equips teachers with concrete strategies and tools to work together in supporting multilingual learners with exceptionalities.

—Sara E.N. Kangas  
Associate Professor,  
Lehigh University