FIGURE 4.1 ● Co-planning Essentials for Multilingual Learners With Exceptionalities

ESSENTIAL DIMENSIONS OF COLLABORATIVE PLANNING FOR MULTILINGUAL LEARNERS WITH EXCEPTIONALITIES	KEY COLLABORATIVE PLANNING QUESTIONS	PLANNING NOTES FOCUSED ON LEARNING OBJECTIVES FOR THE WHOLE CLASS	PLANNING NOTES FOCUSED ON INDIVIDUAL STUDENT STRENGTHS, ACCESS NEEDS, AND LEARNING TARGETS
Language Progressions	*What language development standards do we target and assess (English only or bilingual)?*		
	What levels of language proficiency do our plans address?		
Content- and Language-Based Expectations and Opportunities	*What content standards do we target and assess?*		
	What academic language— general and subject-specific— are embedded in the target content?		
	What opportunities do our students have to practice the four key language uses (narrate, inform, argue, explain)?		
Language Scaffolds	*What adaptations or scaffolds are needed to support comprehension of language and content through interpretive modes of communication (listening, reading, viewing)?*		
	What adaptations or scaffolds are needed to support application of language and content through expressive modes of communication (speaking, writing, visually representing)?		

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Addressing Exceptionalities	*What accommodations and modifications are required by the IEP for individual students?*		
	What materials or resources can help differentiate instruction? Have you made the materials or resources available to all students without spotlighting or singling out students with IEPs or 504s? Are the materials being offered in an easy-to-access centralized space?		
	What learning tasks and activities can our student(s) engage in to demonstrate learning? Have you used task analysis to make lessons accessible?		
	What potential barriers may exist for multilingual learners with exceptionalities?		
Systemic Support for Language Development	*What school-based supports can we tap into for this unit of study?*		
	What out-of-school, community-based supports can we tap into for this unit of study?		