

Professional School Counseling



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Using a qualitative case study approach, this practitioner-led research examined levels of collaboration between seven secondary English language development (ELD) teachers and eight school counselors within one school district through interviews. Results from the study indicate that both school counselors and teachers see the benefit of closer collaboration through established frameworks that promote the establishment and maintenance of collaborative relationships.

This research can aid both school counselors and ELD teachers by offering recommendations on how to improve their collaborative practices to best meet the needs of multilingual learners. By leveraging existing frameworks and implementing new frameworks, counselors and ELD teachers can work together to meet the needs of this growing student population.

School counselors and teachers face obstacles to collaboration such as time and lack of a framework to guide their collaboration. School counselors and ELD teachers also need additional professional development regarding multilingual learners. This professional development can help promote and guide their collaboration. Non-ELD teachers will also benefit from professional development in this area. Lastly, school counselors and ELD teachers must work together to overcome these obstacles, leverage current resources and frameworks, and establish methods of collaboration.

The topic of this article revolves around multilingual learners and their needs. Equity gaps faced by this student population are addressed as related to the topic of collaboration.