

Working Together: Systemic Instruction of English Learners

Roles within the System

Working together in education is more important than ever, and critical when it comes to English Learners. When teachers are offered more collaborative opportunities it builds community and breaks through the closed classroom door, behind which each teacher is their own island. It stands to also break down the silos that exist with student groups that allows us to begin with their needs in mind and not see them as an addition to the work. Students seeing adults working together in healthy, collaborative relationships will not only learn to see this as the culture of the school, but they themselves will learn the importance of working together.

English Learner or Bilingual Teacher

- Teach language standards
- Functional language knowledge
- Social and instructional language
- Language-level performance expectations across domains
- Outline required supports and accommodations
- Formative and summative language assessment
- Specialized language instruction pedagogy
- Language interventions
- Scaffolding techniques for language learning
- Cultural understanding and responsive practices

The Collaborative Team

- Center student learning through focus on adult educational practice
- Respect the expertise and needs of the partner teacher
- Honor the commitment to collaborate
- Disciplinary literacy strategies
- Differentiation strategies for learning
- Monitor learning and growth equally
- Work as equal partners to:
 - Determine learning targets in both language and content
What do we want students to know and be able to do?
 - Determining formative and summative assessments
How will we know when they learn it?
 - Determining, scaffolds, interventions and differentiation
How will we respond when they do not learn?
How will we respond for students who are already proficient?

Questions from Richard DuFour et al., *Learning by Doing: A Handbook for Professional Learning Communities at Work* (Bloomington, IN: Solution Tree Press, a division of Solution Tree, 2010).

Classroom/Content or Bilingual Teacher

- Teach content standards
- Language of the content
- Essential questions
- Content knowledge and skills
- Grade level expectations
- Provide required supports and accommodations as outlined
- Formative and summative content assessment
- Specialized content instruction pedagogy
- Content Interventions
- Scaffolding techniques for content learning



Role of the Administrator

- Examine and build one's own knowledge of instructing and supporting multilingual students
- Foster a culture of shared responsibility
- Establish schoolwide norms and expectations for collaboration to take place
- Provide structure, support and accountability for collaboration to flourish
- Ensure parity of language and content instruction
- Ensure educators have the necessary materials, resources, and instructional tools
- Provide a system in which appropriate instruction takes place with integrity and in the least segregated way
- Assess professional learning needs for standards-based instruction and to maximize the collaborative relationship
- Incorporate/provide necessary professional learning, coaching and support to maximize the collaborative relationship
- Ensure English learners are provided instruction from appropriately licensed educators
- Evaluate and ensure the effectiveness of programs, teaching and supports

