



### **A Shared Vision and Mission**

Promote positive perceptions of ELL' academic abilities:

- Identify an overall vision for ELLs' success
- Develop an understanding on how to obtain measurable, achievable goals for your students
- Accept that teaching and learning may change as a result
- Advocate for English learners

## **Schoolwide Disciplinary Literacy**

Developing literacy skills is an ongoing process throughout schooling:

- Make disciplinary literacy a priority and shared responsibility
- Promote the increase in ELLs' literacy skills through word-, sentence-, and text-level academic language learning
- Strengthen literacy learning in meaningful contexts in every discipline, in every grade level, and in every class.

## **Curriculum Mapping and Alignment**

Ensure that instructional content and practices for ELLs are consistent with the Standards and the learning outcomes for all students

- Develop curriculum frameworks with ELLs in mind
- Align curriculum offered by specialists to mainstream curriculum
- Guide classroom and content teachers' efforts to differentiate instruction according to students' levels of language proficiency

## **Collaborative Planning, Instruction, and Assessment**

Establish access to the core curriculum for all students through joint planning between specialists and classroom teachers

- Foster the use of teaching and learning strategies to make academic material comprehensible
- Increase ESOL teachers' knowledge of the content
- Examine formative assessment data together

## **Explicit Teaching of Literacy and Language Learning Strategies**

Engage all students to develop mastery in English as an academic language by explicitly teaching them learning strategies:

- Develop students' understanding of their own thinking and learning processes
- Guide students to work more strategically to build confidence in their ability to be successful learners

## Student Engagement

Student engagement is often considered the most critical pathway to successful learning.

- Replace lecturing and teacher-centered classes with opportunities for student-directed discovery.
- Shift the classroom discourse from teacher talk to student discussion and extended responses.
- Invite critical thinking and student ownership of learning through inquiry-based instruction.