

3. Establish “flexible teaming” that allows for both horizontal (on grade level) and vertical (across grade level) teacher teams, as well as cross-disciplinary teamwork to support ELs’ curricular, instructional, and extracurricular needs.

Summary

The need for collaboration in pursuit of the academic success of English language learners has been identified through the challenges of students, teachers, and administrators. Each of these stakeholders has particular demands they must confront and an important investment in the success of collaborative practice.

Discussion Questions



VIDEO 2.1

Why Collaboration?

<http://www.resources.corwin.com/CollaboratingforELs>

1. In Video 2.1, what do Andrea and Maria mean when they suggest that an asset-based philosophy informs their work?
2. Reflect on your own teaching experiences and generate a list of challenges you face. Are they similar to or different from the demands on teachers discussed in this chapter? Compare your list with the one presented in this chapter and highlight the differences. Explore possible explanations for the differences.
3. In collaboration with your colleagues, develop a proposal for your school and district administrators to implement a collaborative ELD service delivery model or enhance an existing model, with the possibility of including co-teaching.
4. In 2015, National Policy Board for Educational Administration published the revised *Educational Leadership Policy Standards* under a new title, *Professional Standards for Educational Leaders*. Review the standards below and identify aspects of the standards that are intended to support a collaborative school culture, teacher collaboration, co-teaching, and building a professional learning community. Generate a list of recommendations for your leadership team to put these standards into operation and apply them to your own school context.

Standard 1. Mission, Vision, and Core Values

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Standard 2. Ethics and Professionalism

Effective educational leaders act ethically and according to professional norms to promote each student’s academic success and well-being.

Standard 3. Equity and Cultural Responsiveness

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

Standard 4. Curriculum, Instruction and Assessment

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

Standard 5. Community of Care and Support for Students

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Standard 6. Professional Capacity for School Personnel

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Standard 7. Professional Community for the Teachers and Staff

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

Standard 8. Meaningful Engagement of Families and Community

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

Standard 9. Operations and Management

Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

Standard 10. School Improvement

Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

Key Online Resources

Professional Organizations

American Association for Applied Linguistics (AAAL)

www.aaal.org

American Association of School Administrators (AASA)

www.aasa.org

American Educational Research Association (AERA)

www.aera.net

American Federation of Teachers (AFT)

www.aft.org

Association for Supervision and Curriculum Development (ASCD)

www.ascd.org

Council of Chief State School Officers

www.ccsso.org

International Literacy Association

<https://www.literacyworldwide.org>

National Association for Bilingual Education (NABE)

www.nabe.org

National Association for Multicultural Education (NAME)

www.nameorg.org

National Council of Teachers of English (NCTE)

www.ncte.org

National Education Association (NEA)

www.nea.org

Learning Forward

<https://learningforward.org>

Teachers of English to Speakers of Other Languages (TESOL)

www.tesol.org

Research Centers

Center for Applied Linguistics (CAL)

www.cal.org

Center for Research on Education, Diversity, and Excellence (CREDE)

www.cal.org/what-we-do/projects/crede

Collaborative for Academic, Social, and Emotional Learning (CASEL)

www.casel.org

Education Northwest

www.educationnorthwest.org

Mid-Continent Regional Educational Laboratory

www.mcrel.org

UCLA CRESST

<http://cresst.org>

WestEd: A Research, Development, and Service Agency

www.wested.org

Other Related Resources

The Co-Teaching Connection (Marilyn Friend's website)

<http://www.marilynfriend.com>

Education Week

www.edweek.org

Kansas University, Special Connections

<http://www.specialconnections.ku.edu>

National Clearinghouse for English Language Acquisition (NCELA)

www.ncela.ed.gov

Office of English Language Acquisition (OELA)

www.ed.gov/about/offices/list/oela/index.html

Teaching Diverse Learners, The Educational Alliance, Brown University

<https://www.brown.edu/academics/education-alliance/teaching-diverse-learners>