

established through a collaborative process. Members of productive school cultures have protocols in place for clear communication and are able to maintain focus over an extended time period. It takes time, patience, and persistence to develop a school culture that supports learning for ELs.

## Summary

All those involved in a child's education will be key stakeholders in a multilingual school community, each with a unique role in helping to shape best practices and educational opportunities for English language learners. A majority of students in the school community will benefit from teacher collaboration and ELD/ELL co-teaching, which facilitate instruction in the general-education class and use strategies that benefit all learners. All stakeholders are responsible for developing and sustaining a collaborative school culture in which co-planning and co-teaching can flourish. Frequently, it is the ELD/ELL teacher who initiates, designs, and implements co-teaching practices for the sake of ELs, but support from classroom teachers, administrators, paraprofessionals, as well as parents and community members, is vital.

## Discussion Questions



### VIDEO 3.1

Context  
Collaborative  
School  
Culture

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

1. Andrea and Maria discuss the larger context for collaboration and coteaching for ELs in Video 3.1. What is their argument for broadening this understanding and what are the components of a collaborative school culture?
2. Take an inventory of your entire school community. Who are all the stakeholders in your own community, and what is at stake for each constituency?
3. Engage ELD/ELL and general-education or content-area teachers in a collaborative inquiry project with a focus on ELs' in-school and out-of-school experiences. Discuss ways in which ELs' lived experiences are or are not connected to or represented in school activities. Explore possible avenues to introduce, enhance, and validate ELs' lived realities through either the taught or hidden curriculum or both.
4. Sketch out a case study vignette about one of your ELs. Briefly discuss his or her background, the home and school context, and the challenges the student faces. Add suggested strategies to help the child with cultural, academic, and linguistic development.
5. Consider the challenges ELs face as discussed in this chapter, and explore your students' specific needs. In collaboration with your colleagues, discuss possible steps you can take to meet those needs.
6. Generate a graphic overview or a summary chart of all existing practices that encourage parental participation and community involvement in your school. Brainstorm ways to involve parents of ELs more effectively.

## Key Online Resources

### Professional Organizations

Association for Supervision and Curriculum Development

[www.ascd.org](http://www.ascd.org)

National PTA

[www.pta.org](http://www.pta.org)

Teachers of English to Speakers of Other Languages

[www.tesol.org](http://www.tesol.org)

### Other Related Resources

National Clearinghouse for English Language Acquisition

<https://ncela.ed.gov>