

THE 6 PRINCIPLES FOR EXEMPLARY TEACHING OF ENGLISH LEARNERS™

Exemplary teaching of English learners rests on the following 6 Principles:

- 1. Know your learners.** Teachers learn basic information about their students' families, languages, cultures, and educational backgrounds to engage them in the classrooms and prepare and deliver lessons more effectively.
- 2. Create conditions for language learning.** Teachers create a classroom culture that will ensure that students feel comfortable in the class. They make decisions regarding the physical environment, the materials, and the social integration of students to promote language learning.
- 3. Design high-quality lessons for language development.** Teachers plan meaningful lessons that promote language learning and help students develop learning strategies and critical thinking skills. These lessons evolve from the learning objectives.
- 4. Adapt lesson delivery as needed.** Teachers continually assess as they teach—observing and reflecting on learners' responses to determine whether the students are reaching the learning objectives. If students struggle or are not challenged enough, teachers consider the possible reasons and adjust their lessons.
- 5. Monitor and assess student language development.** Language learners learn at different rates, so teachers regularly monitor and assess their language development in order to advance their learning efficiently. Teachers also gather data to measure student language growth.
- 6. Engage and collaborate within a community of practice.** Teachers collaborate with others in the profession to provide the best support for their learners with respect to programming, instruction, and advocacy. They also continue their own professional learning.

My vision for exemplary teaching would focus on all 6 principles. If I had to pick one to hone in on and get better at it would be Principle 5. Principle 5 is about Monitoring and tracking student's language development. I am new to having students in a Dual Language Program but even if I taught English only, students are still learning a second language. I know a bit more now than when I started teaching first grade and I was not using resources to their full capacity, I was not familiar with Access or Wida as much, and I did not understand the dynamics of every student when it came to their language classification and use. I am still learning a lot but I am more aware, and if I know better, I do better. I would say more professional training in the area of language development is needed for district teachers. Teachers need to really know what they are looking for and can track continuously. Since every student is different, I would need to know how and what I am tracking in their language development. I know I often struggle when it comes to assessing students, especially when it comes to formative assessments. I have data from their summative assessments like the WIDA and

iStation, but I need to know how to use and look at resources like the ELD materials I use for reading and writing, and incorporate better speaking and oral assessments.

The next step is to look at data and evidence and do something with it. I am familiar with creating groupings among students and learning a target skill in a small group setting. I would like to have their language data available and incorporate that into my small groups. All students need monitoring, and sometimes there's a belief that average and above average performance does not necessitate monitoring and I have found out this school year that those students need enrichment and tracking just as equally as the high risk students.