

Three Key Roles of the ESL Teacher

English Language Development

Informed by
Second Language Acquisition Theory

- daily systematic small-group instruction with focus on FORM (i.e., grammar, correctness of language)
- Input at Optimal Challenge Levels,
- Supports for comprehension,
- a communicative focus,
- opportunities for challenging activities in all four domains (speaking, listening, reading, writing)
- systematic attention to expanding vocabulary,
- instruct students in learning and communication strategies.

Meaningful Access to Grade-Level Learning

Informed by
WIDA (or state ELP) Standards & Tools

- (Performance Definitions, Criteria for PDs, Can-Do Descriptors, MPI's) to ...
- differentiate instruction based on student language proficiency,
 - match the language demands of content instruction to the student's language abilities,
 - (and, ultimately) provide learners with supported opportunities to expand their proficiency through challenging language tasks (speaking, listening, reading and writing) above their current levels.

Advocacy and Sharing of Expertise to System

Informed by
Social Learning Theory & Universal Design

- through co-teaching, coaching, and professional communication with colleagues, ESL teachers serve as "local experts" to transfer to colleagues:
 - skills,
 - strategies,
 - understandings
 to serve English Learners.
- In scope of co-teaching duties, ESL teacher contributes to developing the scaffolds and modifications of instruction necessary to differentiate instruction.

In the service of both goals:

Ongoing Progress monitoring of English Language Development

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