



## Tabletop Session Summary

June 10, 2021

### Designing High-Quality Instruction for Multilingual Learners

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**Presenters:** Jessica Hazzard, [Cape Henlopen School District \(DE\)](#); Melissa Lambert, [Fostering Quality School](#)

This tabletop discussion focused on key considerations for developing effective programming for multilingual learners.

### Session Highlights

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- » English learners in the United States comprise about 10 percent of the K-12 student population. Delaware has had the highest increase of English learners as a percentage of total enrollment in the United States. It is home to more than 15,000 English learners.
- » A strong focus on instruction is essential to better serve English learners; and it is important for all educators to share the responsibility for high-quality instruction.
- » Hallmarks of high-quality instruction for English learners include instruction that is asset-based and culturally relevant, that offers rigorous grade-level opportunities to learn (i.e., always on or above grade level) and includes assessment for learning. It should also gradually build learners' autonomy.
- » Goal setting is pivotal for increasing the effectiveness of instruction for multilingual learners. It can include goals for targeted and integrated English Language Development (ELD) instruction, co-planning and co-teaching, formative assessment and feedback, and culturally sustaining pedagogy.
- » Once a goal has been established, it is important to have a shared vision for the goal and to develop the capacity for its implementation. Having a core team in place to move the vision forward is critical for meaningful change.

### Shared Resources

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- » [A Collaborative Game Plan for Student Equity](#)
- » [Academic Conversations with ELLs](#)
- » [All Teachers are Teachers of Language and Literacy](#)
- » [An Asset-Based Approach to Supporting English Learners' Reading Skills](#)
- » [Culturally Responsive Teaching and The Brain](#)
- » [Culturally Responsive Teaching: Theory, Research, and Practice. Third Edition.](#)
- » [Education English Learners: A Research Overview](#)
- » [English Learners in STEM Subjects](#)
- » [Field Trip: Equity for English Learners](#)



- » [Language Instruction Educational Programs \(LIEPs\): A Review of the Foundational Literature](#)
- » [Promoting the Educational Success of Children and Youth Learning English](#)
- » [Secondary Argument Frame](#)
- » [Secondary Argument Note Organizer](#)
- » [Teaching Academic Content and Literacy to English Learners in Elementary and Middle School](#)
- » [The DELaware Design for High-Quality English Learner Education](#)
- » [The DELaware Design for High-Quality English Learner Education Screencast](#)
- » [WIDA ELD Standards Framework FAQ Series: Big Ideas of the 2020 Edition](#)
- » [WIDA ELD Standards Framework FAQ Series: Introduction to the 2020 Edition](#)
- » [WIDA ELD Standards Framework FAQ Series: Key Language Uses](#)
- » [WIDA ELD Standards Framework FAQ Series: Language Expectations](#)
- » [WIDA ELD Standards Framework FAQ Series: Proficiency Level Descriptors](#)
- » [WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten – Grade 12](#)

### Questions and Answers on Designing High-Quality Instruction for Multilingual Learners

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**The notion of co-planning and co-teaching are hot topics right now, and summertime is a great time to try them. Do you have any advice for pursuing them this summer?**

Collaboration and co-teaching can be challenging. Sometimes there's more creativity and less stress in summer, so it's a great time for it. Planning and relationship building are important. (There needs to be mutual respect, where teachers can learn from each other.) Starting off small (e.g., in one content area) can help. Seeing results from the effort will help to build confidence in the approach and may cause other teachers to want to get involved.

**How long have you been engaged in the implementation of co-teaching, and how did it look in year one compared to how it looks now?**

Early engagement and planning took almost a year. The actual co-teaching implementation began the following school year. It's not work that happens in a day or in one session of professional development but is work that is ongoing. There is always a need for revision, and there are always things that can be done better.

**How do you get decision-makers to see the importance of instructional equity?**

It requires continuous outreach. Being a consistent voice for this need in content area meetings and in interactions with principals and district administrators can help.

**Is summer a good time for student and family engagement and to specifically learn what is and is not working for students?**

Summer provides a great opportunity to interview parents not only about their literacy practices but also to listen more broadly about what the school system is doing that works well for students and what supports are still needed. These conversations provide insight into what families value and how to serve them better.

