This push for mainstream teachers to teach high-level content to all students, including all levels of ELLs, creates a challenging instructional environment. Most mainstream teachers have little professional preparation for teaching content to ELLs, let alone the linguistic knowledge to effectively meet the academic language development demands that these students require. (446)

Although there seems to be a growing consensus on what effective teaching for ELLs in content classrooms might look like (e.g., use of scaffolding strategies, culturally responsive pedagogy, focus on linguistic demands), less is known about how this ELL responsive instruction is enacted in practice... Moreover, there is a lack of nuanced understanding of how content teachers develop their capacity for this type of teaching. (449)

Collaborative school cultures can lead to improved academic outcomes for ELLs because these environments encourage the ongoing interaction between ESL teachers and mainstream content teachers. (449)

This lack of collaboration across content areas and the tracking of students have the potential to negatively impact linguistic minority students. McLaughlin and Talbert (2001) found that teachers in the high schools they studied “responded to nontraditional students by maintaining conventional routines . . . changing little in how they relate to their students or organize

their subject instruction” (p. 19). (450)

ESL teachers are a potential untapped resource for the mainstream teachers’ learning, if all parties can begin to visualize teachers with specialized expertise as collaborating partners rather than individuals with sole responsibility for “fixing” second

language learners. (451)

Developing school cultures and instructional practices that acknowledge the need for all teachers to take responsibility for ELLs will require a shift in teacher thinking. (452)

Schoolwide supports for ELLs included (1) common organizational and instructional practices and (2) aligning ESL program design and supports for teachers. These supports emerged from the data as significant to the overall experience for ELLs in this inclusion context. (456)

… teachers’ descriptions of practices that were supportive of ELLs:

 one-on-one conferences with students,

modeling instruction,

 use of the meeting area,

 gradual release of students for independent practice,

 personal think time,

 turn and talk,

 common reading strategies,

 and common note-taking strategies. (458)

Sarah described the literacy team’s thinking and planning:

Talking about editing and conventions work . . . Often during the writing process we focus on revision, and then editing is sort of not a focus, but we want to find a way to bring that in more explicitly. (461)