

UP Approach to Teaching Multi Language Learners

Transformative teaching that leads to a love of learning and strong sense of intellectual independence

Rigor for All We believe all students can and must meet high academic expectations. We allow every student to grapple with rich, grade-level concepts, ideas and tasks and be a full member of our academic community. It is the role of teachers to ensure all students are able to master grade-level content. We do this through extraordinary core instruction, effective supports and interventions where needed.

Embrace the Struggle Struggling to make sense of ideas, rather than being given solutions, is how humans learn. The process of learning through debate and inquiry is as important as the knowledge gained. We build classroom cultures in which struggle is celebrated, not feared. We reduce and remove learning scaffolds over time, seeking creative thinking and problem solving abilities in all students.

English Immersion AND Multiculturalism

Multi language learners learn the language quickly when they hear English used by proficient speakers and when they use English to do meaningful academic work. At the same time, we believe in and reinforce the value of bilingualism and multiculturalism. Teachers do this by learning the unique knowledge multi language learners bring to a lesson and prompting students to use that knowledge to better understand the lesson.

Everyone Teaches Language

Every teacher who works with Multi Language learners is responsible for helping students develop their language skills. Teachers design daily lesson language objectives that show students how to use the language in the content area in one small way. Students practice the language objective throughout the lesson, and the teacher assesses students' language growth daily and over time.

Everyone Scaffolds Language

Multi language learners learn English through content when the content is made meaningful to them. It is impossible for teachers to teach every aspect of language English learners might not know in a given lesson. Instead the teacher scaffolds the language and provides accommodations so that students can understand the lesson. Teachers do this by identifying the challenging language in a lesson that will not be taught and providing individualized scaffolds and accommodations to multi language learners. Not all students need language scaffolding, and not all lessons require language scaffolding.