|  |
| --- |
| **Strand 8: Serving as an Advocate for Students and Programs** |
| **8A: Serving as an advocate for exceptional learners** |

* When appropriate, the teacher advocates that students with disabilities, language delays, and other exceptionalities be supported within the DLI program rather than exited.
* The teacher uses research evidence to support these arguments.

**Examples:**

1. *The French immersion school principal, classroom teacher, parents, and a special education teacher are in a meeting to discuss next steps for a second-grade child who is struggling in the classroom. The special education teacher opens the meeting and says, “Clearly, learning in French is too challenging for this child. She would be better off in an English program.” The classroom teacher says: “Actually, research indicates that students with learning difficulties can succeed in immersion programs. It is important first for us to have the child tested in both French and English. Then, based on those results, we need to try a series of instructional interventions and monitor her progress over several months. A final decision should not be made until we are able to identify what may be causing the challenges, to pinpoint some instructional strategies that may help us to address those challenges, and to see how she responds to the interventions.”*

|  |
| --- |
| **My notes about this strand:** |
| **What I’ve tried / what I’ve seen:** |
| **Goals I have:** |
| **What I’d like to know more about / questions:**  |
| **Resources:** |

|  |
| --- |
| **Strand 8: Serving as an Advocate for Students and Programs** |
| **8B: Serving as an advocate for programs** |

* The teacher understands the goals and outcomes of the school’s program model and communicates them to parents and stakeholders.
* The teacher advocates practices and policies that maintain fidelity to the program model.
* The teacher is comfortable answering common questions from teachers, district personnel, parents, and the community at large.

**Examples:**

1. *When a second-grade parent expresses concern that his child is not yet learning to read in English, the teacher explains the structure and goals of a 90:10 program model, drawing on appropriate research in a parent-friendly way. She reminds him that his child is reading at grade level in French and helps him to understand that many of the reading skills the child has already developed in French will transfer to English. She also assures him that once formal reading instruction begins in English (third grade in this program), the child will catch on quickly.*

2. *In talking with English-medium colleagues in a strand program, the teacher can explain why a two-way immersion model is more effective than pull-out or push-in ESL instruction for helping Hmong home language students acquire English.*

|  |
| --- |
| **My notes about this strand:** |
| **What I’ve tried / what I’ve seen:** |
| **Goals I have:** |
| **What I’d like to know more about / questions:**  |
| **Resources:** |