



Accelerating language, literacy and content learning for emergent bilinguals with limited home language literacy

Key Characteristics of a Bridges Teacher

1. Willingness to incorporate methods that are more common in elementary school classrooms where the focus is early literacy with more academic literacy characteristic of high school (role-play, dramatization, hands on manipulatives, word walls).
2. Desire to work with multilingual learners who bring many resources but who are new to academic ways of thinking and using language. Curious about students' abilities, potentials and points of view; eager to learn.
3. Patience and openness to students with varied home languages, strengths and needs. Avoids deficit thinking when discussing or reflecting on student skills and progress.
4. Shows interest in student home languages, cultures and experiences and builds a class community that values and promotes mutual respect and curiosity; creates a classroom community where diversity is valued.
5. Interest in gaining more knowledge about the experiences and assets that SIFE bring and developing instructional methods that support SIFE to build academic literacy and conceptual knowledge through PD and coaching.
6. Desire to support and understand foundational academic concepts that are stepping stones to high school content.
7. Works to make input comprehensible while supporting students to develop oral language and literacy skills through the new content.
8. Highly sensitive to students' psycho-emotional needs and their socio-cultural situations. Holds high expectations while showing compassion and understanding.
9. Sustains a consistent feedback loop with student; is clear about learning targets, looks for evidence of learning daily, and gives students feedback about performance that is developmentally appropriate.
10. Teaches routines/ structures targeting academic behaviors like organizing, categorizing, filing, note keeping, revising, annotating, collaborating and participating in discussion.
11. Open to implementing the Bridges curriculum and willingness to adapt where needed in response to student learning.