

SHARED VISION AND COLLECTIVE EFFICACY: CONSIDERATION OF ENGLISH LEARNERS', FAMILIES', AND DISTRICT GOALS

Once the English learners' individual and collective characteristics and legal requirements are determined, the goals of the district, families, and students must also be considered before selecting the most appropriate instructional design. It is important to engage all stakeholders in this decision-making process so that the services provided are representative of everyone's shared vision for student outcomes. Furthermore, including all voices during the design process would ensure a sense of collective efficacy. English learners are a critical group of the district, and together, everyone must work toward providing equitable and meaningful access to education to all students.

The table below lists some of the factors that districts may use as a starting point.

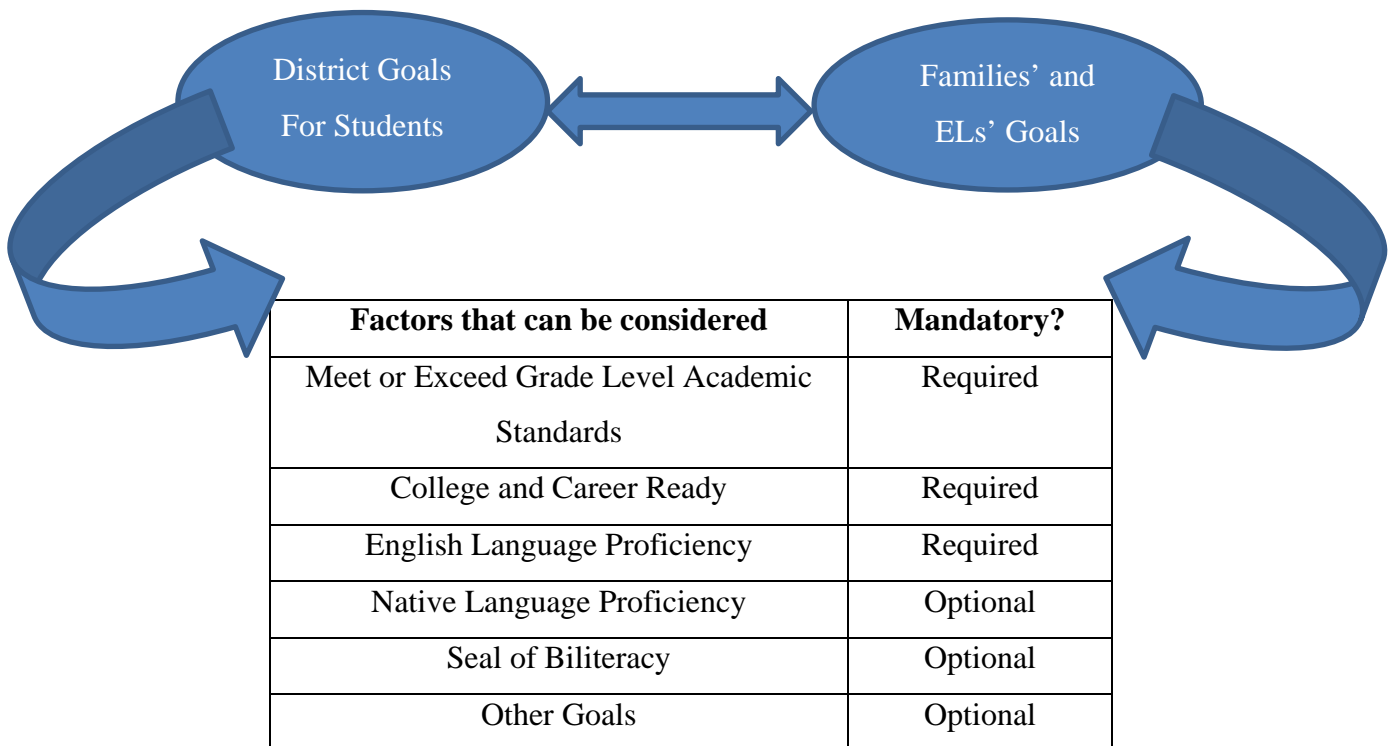


Table 4. A sample list of factors for districts to consider when selecting the most appropriate instruction design for the English learners.