

Handout 1: EL Administrator Reflective Tool

EL Advocacy Element	Rarely	Sometimes	Always	Comments
School climate and culture				
1. Does our school clearly articulate and communicate a vision for and commitment to educating all ELs effectively in classrooms? If so, how? If not, what barrier to equal access for ELs exist and how can they be addressed?				
2. Does the school utilize strategies that help ELs develop supportive relationships with other students and teachers?				
3. Does the school staff embody a desire to actively include and support the school's ELs in all facets of their education and socialization?				
4. Do ELs in our schools have opportunities to engage in extracurricular programs? If not, how can administrators redesign extracurricular offerings to ensure that ELs have access to them?				
5. Does the school communicate a sense of community around ELs where individual cultural and linguistic differences are valued? In what ways?				
6. Do the school's services, policies, and practices take into account the cultural, linguistic and experiential backgrounds of all students and their families?				
7. Do educators, students, families, caregivers and community members collaborate to communicate, share resources and expertise, make decisions, and solve problems related to EL education in our school? Does the school provide educators with adequate time to collaborate with each other and to communicate with ELs' families, caregivers and community members?				
Assessment and achievement				
8. Does our school ensure that legal and educationally sound procedures are followed when identifying and placing ELs in appropriate educational settings?				
9. Does the school utilize a variety of valid and reliable measures to assess EL student learning progress and inform instruction? Does the school offer ELs the appropriate informal and formal assessment accommodations they need to demonstrate their learning?				

EL Advocacy Element	Rarely	Sometimes	Always	Comments
10. Does our school provide all educators with access to data (e.g., grades, observations, curriculum-based assessments, formative assessments, records and test scores) related to ELs' academic achievement and English language development?				
11. Does the district achieve and sustain a 100 percent graduation rate with ELs?				
Instruction and Curriculum				
12. Does the school provide all ELs with access to a challenging, high-quality and developmentally appropriate curriculum aligned to the state's standards within and across content areas?				
13. Does the school's language support program effectively address ELs' linguistic and cultural strengths as well as needs?				
14. Does our school provide ample opportunities for ELs to interact with fluent speakers of English in order for them to acquire academic and social language, and to support the acculturation of these students into the school and society while maintaining their first language and culture?				
15. Do teacher evaluations use relevant performance indicators in a performance-based evaluation system that is inclusive of ELs?				

Adapted from August, Salend, Staehr Fenner & Kozik, 2012

Follow up questions for thought or discussion:

- In which areas is your school or district the strongest?
- In which areas does your school or district most greatly need to improve?
- Which areas will you prioritize that you would need to change to make the greatest impact on the effective teaching of ELs?
- Which steps can you take to make these improvements?

Handout 2: Administrator Observation Checklist

This tool can be used by administrators to help them identify some effective strategies for the instruction of ELs during classroom observations.

Does the Teacher...

EL Instruction Element	Observed? Y/N	Comments
1. Articulate the WIDA Standards that drive the lesson/unit?		
2. Write language and content objectives for lessons using the WIDA Standards?		
3. Determine the appropriate amount of background knowledge ELs need and teach it concisely?		
4. Deliberately group your ELs so they can work with non-ELs, ELs from different language backgrounds, and ELs from similar language backgrounds as appropriate?		
5. Use supplementary materials that support the content objectives and contextualize learning for ELs (e.g., pictures, visuals, video clips, translated texts, adapted texts, etc.)?		
6. Learn about ELs' culture, prior knowledge, and experiences and link content to these factors?		
7. Emphasize academic English vocabulary by combining the teaching of academic vocabulary and the teaching of content?		
8. Increase ELs' comprehensibility of spoken English by using a rate of speech appropriate for students' English proficiency level and support comprehensibility of speech through use of visuals and graphic organizers?		
9. Adapt content, including texts, assignments, and assessments that are appropriate for the students' English proficiency levels?		
10. Regularly incorporate classroom activities that support student engagement and participation so students can practice and apply new language and content knowledge?		
11. Use text-dependent questions scaffolded for ELs that facilitate the close reading of text?		

Handout 3: EL Graduation, College, and Career Equity Audit

Consideration	Questions to Ask	Implications
Course enrollment	Are ELs enrolled in advanced-level courses, mainstream courses, or remedial courses? How does course enrollment vary depending on ELs' level of English language development?	If ELs at low levels of English language development tend to be placed in remedial courses, they may never gain enough credits to graduate. If ELs are enrolled in advanced-level courses without enough linguistic support, they may also not receive credit for these courses, which will have a bearing on their graduation and chances at postsecondary education.
Alternative programs	Are there alternatives for ELs that will lead to their graduation?	ELs are allowed to attend high school until the age of 22. If they don't earn enough credits to graduate on time, they cannot be enrolled in a traditional school model. Alternatives such as newcomer schools, GED programs, or schools for older ELs that lead to graduation can provide these ELs a path to a high school diploma.
Preventing long-term ELs	Are there checks in place to ensure ELs gain academic English language proficiency in an expected timeframe?	ELs may fall through the cracks and remain in ESL programs for several years even if born in the United States, which may lead to them not receiving enough credits to graduate. Ensuring that ELs' progress is checked each year will help determine which ELs need extra language support.
Class makeup	Are ELs isolated from non-ELs, or are they grouped heterogeneously? Are ELs' teachers models of academic English?	If ELs don't have models of authentic academic English, they will be less likely to acquire academic English necessary for success in school.
Guidance counselors	Are guidance counselors empathetic, bilingual, and bicultural? Are counselors familiar with the unique challenges ELs face in graduating and attending college or finding meaningful employment?	Guidance counselors should recognize the unique linguistic and cultural contexts in which ELs attend school. They should work collaboratively with ESL teachers and the community to provide ELs support in graduation, career, and/or college.

Consideration	Questions to Ask	Implications
Pathways to college	Are there special supports in place for ELs and their families to provide them information and assistance in attending college?	ELs and their families will need extra guidance to navigate the US college system. Support includes high school course requirements for college, test preparation, help with college applications, and requesting financial aid.
Support in college	Is there any support available from local colleges to help ELs be successful in that context?	ELs may require extra assistance with the language required to be successful in college courses, academic and cultural expectations, and in college course selection.
Pathways to career	What kind of career support is in place for ELs who do not wish to enroll in college?	ELs will benefit from assistance in choosing careers that are meaningful to them. They may need help applying for jobs, practicing for interviews, and learning about the culture of employment.
Other	Are there any other issues that are related to ELs' success during and after their K-12 education that may impact their path to college and/or career?	

Source: Staehr Fenner, 2014, pp. 207-208; Adapted from Alford & Niño, 2011

EL Coursework Checklist

For each EL	Yes	No	Action to Take
Does the student have an understanding of the different types of high school diplomas possible?			
Is the student aware of the courses he or she must take that will lead to the type of diploma desired?			
Is the student's level of English language proficiency prohibiting him or her from taking challenging courses that lead to graduation?			
Does/did the student have access to Algebra in the eighth grade as a gateway to calculus in high school?			
Are credit-bearing content classes challenging but not frustrating for this student?			
Do this student's classes lead to high school graduation?			
Has the proper course sequence been followed for all courses?			
Does the student's ESL course(s) count as an English language arts credit-bearing course?			
Has the student been tested in the home language to determine whether proficiency in the home language can count toward foreign language credits?			
Does this student have access to after-school tutoring in subjects that lead to graduation?			
Does this student have a mentor to help him or her navigate through the school year?			
Has the student expressed a desire to attend college?			
Have multiple educators encouraged the EL to attend college and shared information about college with his or her family in the home language?			
Are the student's family members aware of the college application process and/or the steps needed for their child to obtain gainful employment?			

Source: Staehr Fenner, 2014, p. 209

Handout 4: Effective Program Implementation Components and Strategies

Components

1. Assessment and Accountability
2. Curriculum
3. Instruction
4. Staff Quality
5. Professional Development
6. Program Structure
7. Family and Community Engagement
8. Equity, Support and Resources

1. Assessment and Accountability Strategies

- Align assessments with vision and goals of program
- Aligned with standards and curriculum
- Used to monitor program effectiveness
- Used to monitor student progress longitudinally
- Must be fair, valid and reliable
- Multiple measures - formative and summative
- Results disseminated to appropriate audiences

2. Curriculum Strategies

- Aligned with both content area and English Language Proficiency (ELP) standards
- Meaningful and academically challenging integrating higher order thinking skills
- Enriching, not remedial
- Reflects and values students' cultures and linguistic backgrounds
- Horizontally and vertically aligned
- Integrates technology

3. Instruction Strategies

- Variety of instructional techniques for different English language proficiency levels and learning styles
- Language objectives integrated into instruction
- Student-centered rather than teacher-centered
- Activities including cooperative learning and individual learning opportunities
- Scaffolding including visual aids and modeling
- Opportunities to develop integrated reading, writing, listening and speaking skills

4. Staff Quality Strategies

- Recruit and hire fully credentialed teachers with appropriate teaching certification and knowledge of subject matter
- Hire teachers with knowledge of curriculum and technology, instructional strategies, classroom management and differentiation for ELs
- Recruit and hire staff that reflect the demographics of the diverse student population
- Seek and recruit bilingual/bicultural staff as available

5. Professional Development Strategies

- Ongoing with focus on:
 - Collaborative learning teams
 - Second language acquisition
 - Integrated content and language strategies
 - New materials and resources
 - Assessment and data analysis
 - Mentoring, coaching, partnerships with universities
 - Opportunities for teacher research

6. Program Structure Strategies

- Cohesive articulated vision, mission and goals
- Fidelity of implementation of program model
- High expectations for all students
- Safe, welcoming atmosphere which values and respects students' home languages and cultures
- Awareness of diverse needs of students and families of different linguistic and cultural backgrounds
- Effective leadership and advocacy for ELs
- Appropriate allocation of funding to support ELs

7. Family and Community Engagement Strategies

- Maintain a welcoming environment for parents and community
- Incorporate a variety of home/school collaboration activities
- Hire office staff who speak home languages
- Post signs in students' home languages
- Reach out to parents through parent liaisons
- Provide parent training and courses
- View parents as multicultural resources for the school through volunteer and other activities

8. Equity, Support and Resource Strategies

- Administrators advocate for appropriate resources and support for program
- ELs have support and equal access to enrichment programs such as advanced academics (gifted and talented programs, honors, AP and IB courses)
- ELs are neither over- nor under-identified for special education services
- Students in poverty receive additional resources and services to level the playing field

Handout 5: EL Advocacy Action Plan Template

<p>Which areas of advocacy resonate with you today?</p> <p><input type="checkbox"/> Assessment and Accountability</p> <p><input type="checkbox"/> Curriculum</p> <p><input type="checkbox"/> Instruction</p>	<p><input type="checkbox"/> Staff Quality</p> <p><input type="checkbox"/> Professional Development</p> <p><input type="checkbox"/> Program Structure</p> <p><input type="checkbox"/> Family and Community Engagement</p> <p><input type="checkbox"/> Equity, Support, and Resources</p>
<p>Area of advocacy to focus on:</p>	
<p>How will you advocate?</p>	
<p>Whose support do you need?</p>	
<p>Step 1</p>	
<p> </p>	
<p>Step 2</p>	
<p> </p>	
<p>Step 3</p>	
<p> </p>	