

Chapter 1

Follow-Up Questions

1. Which of the eight questions on page 11 were you able to answer *before* reading the chapter?
 2. Which questions could you answer *after* reading the chapter?
 3. Which questions did you find most challenging to answer? Why?
 4. How will answering these questions begin to help you as a school leader?
 5. How will answering these questions begin to help instructional coaches, teachers, and support personnel in your school?

6. Who else needs to be part of the question/answer process?

7. What are the next steps you will take to create more awareness in your school?

8. What new questions have come about as a result of this inquiry?

9. How will you go about prioritizing the areas in need of attention?

10. What additional supports, if any, will you need in order to complete your action plan?

Chapter 2

Follow-Up Questions

1. What language programs are currently in place in your school?
 2. Are all of the eligible students being served by this model? If not, why?
 3. Are students that may have waived participation in the language support program being supported?
 4. To what extent do the models avoid unnecessary segregation of ELs?
 5. What evidence do you have that those programs are supporting positive student outcomes?

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6. Considering your population of EL students, what, if any, language programs or revisions to language programs do you think are necessary in your school?

7. Is your language program fully staffed? If not, what steps might you take to fill those positions with highly qualified teachers?

8. Do your teachers have what they need in order for the language program model(s) to be successful?

9. How and how often are the goals and expected student outcomes of the language program in your school communicated with students, parents, and stakeholders (e.g., online, brochure, parent meeting/orientation)?

10. Once students reach proficiency in English, how are they being monitored?

Chapter 3

Follow-Up Questions

1. Are educators in your school participating in pre- and postobservation meetings?
 - a. If not, how can those meetings add value to existing practices?
 - b. If so, how are those meetings being used to highlight the needs of ELs?
 - c. Are protocols needed to help facilitate conversations in these meetings to highlight ELs?

2. To what degree are your prescribed teacher evaluation systems inclusive of ELs?

3. How can the needs of ELs be elevated as part of teacher evaluation systems?

4. How do you support self-reflection and self-assessment as part of teacher practice to prepare for ELs?

5. How are all domains of language embedded in teaching and evaluation practices?

6. What types of questions can be included in pre and postobservation meetings that are in support of EL achievement?
 7. How are teachers being supported as they become more culturally responsive and equitable practitioners?
 8. Are teachers comfortable articulating their needs and instructional practices as they relate to EL achievement?
 9. Are all teachers able to analyze English language proficiency data?
 10. Are your professional learning plans inclusive of ELs' needs and in alignment with your teacher evaluation systems? If not, what additions can you make to existing plans to include evaluation considerations for teachers of ELs?

Chapter 4

Follow-Up Questions

1. Do you have a PL plan with a focus on ELs? What resources and/or data do you need to support your PL plan?
 2. Who may need to collaborate with you to support your plan (e.g., finance officer, instructional coach, school leadership team)?
 3. What are the short- and long-term goals of the PL plan as it relates to linguistically diverse learners?
 4. What PL will be offered to support personnel? How might paraprofessionals, guidance counselors, and school attendance officers be included in short- and long-term PL plans?
 5. What data points are being used (e.g., a staff needs assessment, student achievement data, staff requests for specific PL)?

6. If multiple PL plans are currently in place, how might they include linguistically diverse learners if they do not already? (How might those PL plans be supported and intersect? For example, does the writing instruction across the curriculum initiative align with the sheltered instruction PL? If not, how can you align them?)

7. How might differentiated PL support the students' greatest areas of need? How will those areas be evaluated through ongoing formal and informal assessments?

8. Is instructional coaching an option? If so, how might instructional coaches support teachers of ELs or be afforded PL specific to their needs?

9. What community partners might you consider that would support a school-wide customized PL plan?

10. How are PL outcomes being monitored and evaluated?

Chapter 5

Follow-Up Questions

1. Is communicating with linguistically diverse parents an area in need of improvement for your school community? If so, how do you know?
 2. What are the procedures and processes for having documents translated into other languages besides English?
 3. What process is in place to assure interpreters are available for parent meetings?
 4. What happens when parents who do not speak English arrive at your school without a meeting but need help or have a concern?
 5. Who on staff is a trained interpreter? If there are none, how do you request interpreters when needed? In your school, has any professional learning been offered with a focus on communication with diverse families?
 - a. If not, what might those sessions include? Which community partners might support these sessions?
 - b. If so, what Follow-Up sessions are planned?

6. What stakeholders (e.g., PTA, community organizations) are involved with supporting school initiatives? Do those organizations have culturally and linguistically diverse representation, specifically from EL families?
7. What opportunities and/or invitations can be offered to EL families who are interested in being more involved? How and where are those opportunities advertised?
8. Do you have, or could you create, a language advocate alliance within your school community? If so, who might your allies be? What obstacles might you anticipate? How can you overcome those obstacles?
9. What additional steps will you take to create and sustain partnerships with EL families?