



RESOURCE 8.2

Assessing the Steps Taken to Analyze Language Assistance Programming

1. What steps have we taken to ensure that we are providing MLs with language assistance programming that is educationally sound and proven successful, consistent with *Castañeda v. Pickard* and *Lau v. Nichols*?
2. What documents, forms, and protocols are we using to demonstrate the steps we have taken to ensure that we are providing language assistance programming that is educationally sound and proven to be successful? (Refer to the resources found in Chapter 3.) What have we done to identify and assess all potential MLs in a timely, valid, and reliable manner in our school?
3. What might we do to strengthen what we are doing?
4. What professional readings or school/district documents should be included? (See Resource 3.6 in Chapter 3.)
5. What cultural and linguistic considerations do we need to address?
6. What additional questions should we ask about our analysis of our language assistance programming that we have not yet included?
7. What type of professional growth do we need in order to support everyone in our school/district in knowing about analyzing the success of our language assistance programming for MLs?