



RESOURCE 8.10

Monitoring and Evaluating Language Assistance Programming

1. What steps are we taking to evaluate the effectiveness of our language assistance programming to ensure that our MLs acquire English proficiency and that each program is reasonably calculated to help MLs attain parity of participation in the standard instructional program within a reasonable period of time?
2. What resources are we using to demonstrate how we are evaluating the effectiveness of our school's or district's language assistance programming? (Refer to the resources found in Chapters 3, 4, and 5.)
3. What might we do to strengthen what we are doing to support MLs in language assistance programming and their smooth and successful transition out of that programming?
4. What professional readings or school/district documents should be included?
5. What cultural and linguistic considerations do we need to address?
6. What additional questions should we ask about our language assistance programming and successful transition from the 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 the ways we monitor and evaluate ML students in language assistance programming and successful transition out of that programming?