

FIGURE 1.6 EL Advocacy Equity Audit

Potential EL Advocacy Issue	Questions to Ask: To What Degree . . .	Response	Action Items
Role of ESOL teacher	Are ESOL teachers working as experts and consultants and collaborating with general-education teachers?	Not at all Somewhat Extensively	
Instructional materials and curriculum	Are instructional materials and curriculum appropriate for ELs?	Not at all Somewhat Extensively	
Professional development	Does professional development focus on preparing <i>all</i> teachers to teach academic language and content to ELs?	Not at all Somewhat Extensively	
Assessment	Are teachers aware of demands of content assessments for ELs? Are they using effective formative assessments with ELs?	Not at all Somewhat Extensively	
EL family outreach	Are EL parents and families aware of the school's expectations of all students and supports available to them?	Not at all Somewhat Extensively	
Teacher evaluation and coaching	Is teacher evaluation and coaching for all teachers supporting teachers so that their ELs can access challenging content?	Not at all Somewhat Extensively	

Note: The concept is adapted from Betty J. Alford and Mary Catherine Niño's *equity audit*, which appears in *Leading Academic Achievement for English Language Learners: A Guide for Principals* (Corwin, 2011).

Retrieved from the companion website for *Unlocking English Learners' Potential: Strategies for Making Content Accessible* by Diane Staehr Fenner and Sydney Snyder. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2017 by Corwin. All rights reserved. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.