

**FIGURE 6.2** • Dimensions of Advocacy Self-Assessment and Goal-Setting Tool

DIMENSIONS OF ADVOCACY	YES/NO	NEXT STEPS
Do we have common, protected planning time?		
Do we have sustained opportunities to create, map, or align curricula to better meet the needs of multilingual learners with exceptionalities?		
Do we design and implement instruction based on shared UDL principles and practices?		
Do we include caregivers, families, and the students themselves in decision-making processes?		
Do we have shared inclusive beliefs and practices?		
Do we provide mentoring support for new teachers focused on multilingual learners with exceptionalities?		
Do we offer opportunities for experienced teachers to continue to learn about multilingual learners with exceptionalities while also sharing their many years of teaching expertise?		
Do we ...		
Do we ...		
Do we ...		

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