

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?

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?

