Education: ELL Multi-tiered Systems of Support: Recommendations for Serving Adolescent Newcomers


**Reaction Questions:**

1. Why is the topic of research-based recommendations for serving adolescent ELL newcomers important to your stakeholders? How might this topic impact academics?

2. What messages are conveyed by “Practical Guidelines for the Education of English Language Learners” that should be considered in our school/district/state?

3. In your view, what is meant by academic language? Please give some examples.

4. From your stakeholder perspective, what are some examples of the benefits of academic language instruction?

5. Do you feel that stakeholders, especially students and families, are currently being informed of academic language skills and strategies being utilized within their school/district? From your perspective, what processes have either facilitated or impeded the sharing of this information with all stakeholders?

6. Do you believe that strategies to improve academic language skills are being implemented well in your school/district/state? Please give some examples from your experience.

7. In your opinion, what are the distinctions between academic language and social language?

8. This research indicates that academic language is key to academic success. How might this impact ELL instruction in your district?
**Application Questions:**

1. What guidelines might be used within your school/district/state to address academic language learning? Please give some examples.

2. Who (school personnel, community members, etc.) needs to be involved in decision-making relative to academic language instruction for ELL students? How do we bring everyone together and facilitate that decision-making?

3. What are the areas of expertise (knowledge and skills) that these persons will need in order to effectively implement academic language skills instruction? How do we create opportunities for knowledge acquisition and skill development?

4. What processes/practices can we put into place to assist education personnel and families in understanding, assessing, and implementing strategies to meet the needs of adolescent newcomers?

5. How might the district or state ensure teachers, related service personnel, and families have access to resources on effective strategies to meet the needs of ELL adolescent newcomers?

6. What processes/procedures might be helpful at the classroom, building, district, and state levels to ensure proper implementation of research-based recommendations for serving adolescent newcomers?

7. In what ways can the school/district/state determine if they are implementing academic language skills instruction in an effective and efficient manner?
   a. What data will be collected and how will collection occur?
   b. What practices can be put into place to ensure that data collected will be utilized to improve outcomes for students?

8. The brief mentions five organizational supports. Which ones are already in place at your school?
   a. Are they targeting English language learners or the general population?
   b. How can the organizational supports at your school be improved?
The following stakeholders worked together within the IDEA Partnership to create this dialogue guide:

General Education Administrator
California

Teacher
California

Higher Education
California

General Education Administrator
Illinois

Paraeducator
California

Special Education Administrator
Kentucky

Parent/Higher Education
South Carolina

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