Education: ELL Multi-tiered Systems of Support: Using School Leadership Teams to Meet the Needs of English Language Learners


**Reaction Questions:**

1. In your view, what is meant by school leadership teams? Please give some examples.

2. Why is the topic of school leadership teams important to your stakeholders? How might this topic impact programming for English Language Learners?

3. What message is conveyed by the brief “Using School Leadership Teams to Meet the needs of English Language Learners” that should be considered in our school/district/state?

4. From your stakeholder perspective, what are some examples of the benefits of school leadership teams?

5. Do you feel that stakeholders, especially students and families, are currently being informed of the role of school leadership teams 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. In your opinion, who should be included on a school leadership team?

7. Do you believe that school leadership teams are being implemented well in your school/district/state? Please give some examples from your experience.

8. Research recommends that teachers “contextualize learning by reflecting and placing value on students’ native cultural values, norms, and languages when implementing the curriculum”. What does this mean to you in practical terms?
**Application Questions:**

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

2. Who (school personnel, community members, etc.) needs to be involved in decision-making relative to an effective school leadership team? 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 meet the needs of English Language Learners? How do we create opportunities for knowledge acquisition and skill development?

4. What processes/practices can we put into place to assist school leadership teams in understanding, assessing, and implementing strategies to meet the needs of English Language Learners?

5. How might the district or state ensure teachers, related service personnel, and families have access to resources on effective school leadership teams and strategies to meet the needs of English Language Learners?

6. What processes/procedures might be helpful at the building, district, and state levels to ensure proper implementation of school leadership teams?

7. In what ways can the school/district/state determine if they are implementing school leadership teams 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. How do you make sure that each member of the school leadership team is valued and given equal voice?
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

The IDEA Partnership located at the National Association of State Directors of Special Education is sponsored by the U.S. Department of Education Office of Special Education Programs. 2011