

## Conversation Guide - Universal Access: Teaching English Learners (E-3.6a)

**DIRECTIONS:** As a support provider, discuss the prompts below with your participating teacher. The information discussed will help guide your participating teacher with classroom decision-making and identification of areas for future inquiry. The discussion will lead thinking into graduated levels of depth and complexity. **Collecting** requires gathering information. **Contextualizing** requires application of the gathered information to your classroom practice. **Extending** invites deeper thinking with application to future practice.

Participating Teacher:		Grade Level/Subject:
Profile Components - Universal Access: Teaching English Learners		
Collecting	Contextualizing	Extending
Identification of EL Students' Home Language	<ul style="list-style-type: none"> <li>What resources are available to assist you in communicating with parents and families who do not speak English?</li> <li>What might you need to have prepared in a language other than English to ensure support for the student?</li> </ul>	<ul style="list-style-type: none"> <li>How might knowledge of additional resources increase your ability to communicate with families and influence in instructional planning?</li> </ul>
Testing results from CST and CELDT	<ul style="list-style-type: none"> <li>What state/district/school policies influence your EL instruction?</li> <li>What assessment information is available to you to aid your instructional planning for all students?</li> <li>How do you assess English Learners to ensure they have access to the core curriculum?</li> <li>How can technology assist you in accessing and analyzing data for greater understanding of your student needs?</li> </ul>	<ul style="list-style-type: none"> <li>How do you analyze assessment information to plan instruction so that all students gain mastery of curricular standards?</li> <li>How do you adapt your lessons to meet the needs of students who are differing CELDT performance levels?</li> </ul>
School/Grade Level Assessments for EL Students.	<ul style="list-style-type: none"> <li>How do you use the information from assessments to plan instruction to ensure all students gain mastery of curriculum and content standards?</li> </ul>	<ul style="list-style-type: none"> <li>How do you assess English Learners to ensure they have access to the core curriculum? (i.e., consider students' culture, level of acculturation, and prior schooling)</li> </ul>
Adopted EL Instructional Materials	<ul style="list-style-type: none"> <li>How do you use adopted standards-aligned materials to effectively support your EL students?</li> </ul>	<ul style="list-style-type: none"> <li>What support do you need to increase your understanding of and assist EL students in their learning of the curriculum and content standards?</li> </ul>
Examination of State ELD Standards	<ul style="list-style-type: none"> <li>How will you use ELD standards to support English language development?</li> </ul>	<ul style="list-style-type: none"> <li>In what ways can you use flexible groups in your classroom in order to provide ELD instruction?</li> </ul>
Technology Resources for Instruction	<ul style="list-style-type: none"> <li>How do you use the electronic learning resources to support instruction and to connect to the standards?</li> <li>How many students have access to email and Internet at home? How will you adjust your teaching to provide for those who do not?</li> </ul>	<ul style="list-style-type: none"> <li>How are you using technologies in lessons to increase students' understanding of standards?</li> <li>How are you using and adapting lessons to develop students' informational literacy and problem-solving skills?</li> </ul>