# Access for Success

## Facilitating Conversations and Actions in Support of Inclusive Language Education

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| **Questions for Those Leading “from the Top”** | **Questions for Those Leading “from the Bottom”** | **Possible Follow-up Actions** |
| * What are some of the learning strengths and learning needs in your classes?
* How have you leveraged those strengths or responded to those needs?
* What supports and resources have you used to help your students?
* What supports and resources do you think would be of additional help?
* What do you want to know about or know how to do to better support the students in your class?
* What questions about student needs or teaching would you like help answering?
* Tell me about a success story with a student. What do you see as your role in facilitating that success?
* When you encounter a student who is having difficulty in your class, what do you do?
 | * What were your experiences as a language learner or with language learning? How do those experiences inform what you do now?
* Besides the actual words used to express ideas in another language, what do you believe is gained by studying another language?
* In your view, how is teaching a language similar to or different from teaching any other content?
* When students have challenges in a classroom, what sorts of supports have you recommended to teachers? (Once you have a reply, ask, “How do these recommendations overlap with what you think happens in a language classroom?”)
* What sort of information would you like to read or review to see how inclusive language education could be better supported here?
* Would you like to visit my class and see how I work with all of these students?
 | * Form a book club, using a professional learning text focused on inclusive language education. (We have a few suggestions!)
* Locate additional readings to extend your learning in this area.
* Reach out to local scholars and researchers and/or advocacy organizations and find out whether they would share their insights or experiences.
* Engage in online discussions with learning communities about the topic.
* Arrange classroom visits and debrief the visits over coffee. Make a visit less like a formal observation.
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