# 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. |