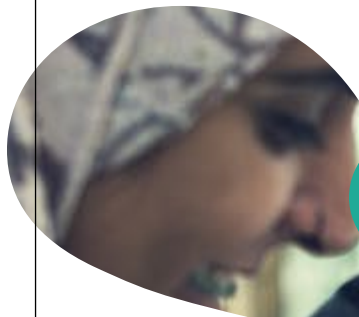


Supporting
Additional
Language
Learners in
the Second
Language
Classroom:
A Reflective
Guide for School
Administrators

SUCCESS FOR ALL
Series



Canadian Association of Second Language Teachers
Association canadienne des professeurs de langues secondes

Canadian Association of Second Language Teachers (CASLT)
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CASLT encourages excellence in second and additional language teaching and learning throughout Canada by creating opportunities for professional development, by encouraging research, and by facilitating the sharing of information and the exchange of ideas among second language educators.

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**Success for All Series. Supporting Additional Language Learners in the Second Language Classroom:
A Reflective Guide for School Administrators**

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What is this Guide?

This reflective guide is intended as a practical, collaborative tool for school administrators and staff to reflect on, plan and set goals for, and improve ways of strengthening their support for additional language learners (ALLs) in the second language classroom.

Supporting ALLs in their educational journey in a school is a shared responsibility. ALLs are students

whose first or primary language is different from the majority language of the community in which they are learning. These students may be very diverse in their backgrounds, needs, abilities, education, places of birth, etc. and may require a range of supports to fully engage in their local communities, to fully advance their academic pursuits, and to become full participants in society.







How Do I Use this Guide?

Use this reflective guide as a workbook — fill in the chart columns, use or delete the provided suggestions, add your own questions and sample indicators using the blank worksheet provided.

Prior to using this reflective guide with staff, it may be helpful to identify the collaborative goals and the process for using the document.

This reflective guide is organized into the following categories to facilitate the reflective and planning processes:

Reflective Questions provides inquiry questions to guide your thinking.

Sample Indicators				Our Evidence and Measures	Our Needs	Our Actions/ Next Steps	Strategies and Supports
Administrators ensure that student supports are in place to meet the needs of their ALLs							Hire paraprofessional staff who speak diverse languages

Sample Indicators offers examples of how strong practices *could* look in a school context.

 = **Not Yet**
 = **Moving Toward**
 = **Yes**
 These coloured symbols provide benchmarks for what degree the indicators are already met in your school context.

Our Evidence and Measures allows you to reflect on stats — targeted frequency, number, percentage, etc. — that your school could use.

Our Needs provides a place to document what you feel would help your school improve further.

Our Actions/ Next Steps provides a place to document your planned next steps.

Strategies and Support provides suggested resources, actions, people, etc. to be used for next steps.



Supporting Additional Language Learners in the Second Language Classroom: A Reflective Guide for School Administrators is intended as a practical, collaborative tool for school administrators and staff to reflect on, plan and set goals for, and improve ways of strengthening their support for additional language learners in the second language classroom.



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