Supporting Additional Language Learners in the Second Language Classroom: A Reflective Guide for School Administrators
Canadian Association of Second Language Teachers (CASLT)
1-877-727-0994  |  admin@caslt.org  |  www.caslt.org

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.

Any reproduction of this document by anyone is prohibited without prior written authorization by CASLT.

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

© CASLT/ACPLS 2019

ISBN: 978-1-988198-17-0 (print)

Également offert en français sous le titre : Série Pour la réussite de tous. Soutenir les apprenants d’une langue additionnelle dans la classe de langue seconde : un guide de réflexion pour les administrateurs scolaires.

Acknowledgments

CASLT acknowledges the generous contributions of the following individuals in preparing this publication.

Project Committee
Gillian Blackmore
Chantal Lafargue
Janice Aubry
Faten Hanna

Writers
Michelle de Abreu
Ciara Smith
Crystal Cholin

CASLT also thanks the numerous teachers who reviewed drafts of the document and provided input and feedback on the handbook.
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:

<table>
<thead>
<tr>
<th>Sample Indicators</th>
<th>Our Evidence and Measures</th>
<th>Our Needs</th>
<th>Our Actions/Next Steps</th>
<th>Strategies and Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrators ensure that student supports are in place to meet the needs of their ALLs</td>
<td><img src="#" alt="Not Yet" /></td>
<td><img src="#" alt="Not Yet" /></td>
<td><img src="#" alt="Yes" /></td>
<td>Hire paraprofessional staff who speak diverse languages</td>
</tr>
</tbody>
</table>

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

**Our Evidence and Measures** 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.