

Principal's Self-Study and Reflection Guide

School: _____ Date: _____

Principal: _____

English Learner Coordinator: _____

What is the process for identifying English learners at your school? Who is responsible for home language surveys, assessments, parent notification, and so on?	
Are English learners purposefully placed in classes according to their proficiency levels and instructional needs? Who determines class placement and monitors transferring students during the year? How is this communicated to families?	
Are English learners taught by appropriately credentialed teachers? Are these teachers engaged in continuous professional development?	
Are students acquiring English according to expectations? Who is responsible for progress monitoring? How often is this done? How is this communicated to families?	
Are English learners receiving access to grade-level core curriculum with specialized instruction and primary language support?	
Are all students who require interventions receiving those interventions? From whom? When? Is the system of intervention effective? How is this communicated with families?	
What is the process for reclassifying English learners? Is there follow-up for at least two years beyond reclassification? What happens when follow-up reveals a student who is experiencing difficulty? How is this communicated to families?	
How do you evaluate the overall effectiveness of the English learner program? Are English learners making timely progress in English acquisition and attainment of grade-level standards?	
What professional development activities are provided for teachers to build and maintain the skills and knowledge they need in order to provide high-quality instruction and intervention for English learners?	