Instructional Leader Self-Assessment

This is a tool for instructional leaders to assess their knowledge about English Learner programs. Rate your understanding of each topic in the chart.

| **Topic** | **Don’t Know Yet** | **Have Some Knowledge**  | **Very Confident**  |
| --- | --- | --- | --- |
| Number of English Learners in the building by grade  |  |  |  |
| Data tracking system for English Learners |  |  |  |
| Languages spoken and countries represented |  |  |  |
| Proficiency levels of English Learners |  |  |  |
| Academic backgrounds of English Learners, including Students with Interrupted/Inconsistent Formal Education (SIFE) |  |  |  |
| Dually-identified English Learners and English Learners who are gifted  |  |  |  |
| District or school protocols for the two-step identification of English Learners |  |  |  |
| Education Management Information System (EMIS) codes used correctly |  |  |  |
| English Learners placed in age-appropriate grades |  |  |  |
| Protocols for administration of Ohio English Language Proficiency Screener (OELPS) or Ohio English Language Proficiency Assessment (OELPA) and Alternate Ohio English Language Proficiency Assessment (Alt-OELPA) |  |  |  |
| Welcoming environment for all English Learners and their families |  |  |  |
| Teachers of English to Speakers of Other Languages (TESOL) licensed staff and/or English Learner experience |  |  |  |
| English Learner teachers’ schedules |  |  |  |
| Other staff with English Learner expertise, such as Sheltered Instruction Observation Protocol (SIOP) training |  |  |  |
| Resources and curriculum available and accessible for English Learners |  |  |  |
| Adequate space and materials available for English Learner programs |  |  |  |
| Types of English Learner programs offered  |  |  |  |
| Sheltered instruction and co-teaching |  |  |  |
| Bilingual aides or assistants who support English Learner program and their languages |  |  |  |
| Professional Development offered to all staff to support English Learners |  |  |  |
| Parent communication available in a way that is understandable and which parents need communication in another language |  |  |  |
| Parents/caregivers of English Learners included in school events  |  |  |  |
| Protocol for accessing translations and interpreters |  |  |  |
| Allowable accommodations for state tests |  |  |  |
| Funding available to support English Learners in the school or district |  |  |  |

*These resources aim to bolster academic, student wellness and college and career outcomes for Ohio's English Learners. Resources were created through a collaborative effort between the Ohio Department of Education and Workforce and The Ohio State University's Center on Education and Training for Employment along with a dedicated group of family advocates, community leaders, school district staff, and teachers.*