High Level Understanding:

1. How does the district define quality instruction for ELL students? How does it guide, support and understand what is happening?

2. What is the pathway of an ELL student through the system?

3. For the district, what is the problem of practice or key leadership gap it needs to solve in relation to improving quality in the ELL program? What does it consider its root causes?

4. What is the present theory of action for addressing this key gap? What is the strategy or strategies? What do you consider the greatest opportunities and obstacles?

Specific understanding that undergirds the high level understanding:

Content or core:

1. What is recommended content and pedagogical approach?

2. How does it vary depending on language status or time in the program? On native language content proficiency?

3. How does it vary depending on the age or type of student?

Materials and processes:

1. Are there recommended or adopted core materials? Intervention materials? Supporting technology?

2. What happens as the students progress? If they fail to do so? When they leave the program?

Structures and supports:

1. How does system structure support at the level of the school? The teacher? The student?

2. How are ELLs included or addressed in QSPs?

3. What is the strategy for programs at the level of the system?

4. What specific resources go to schools, teachers and students for supporitng ELL students and programs?

The people:

1. Who is teaching ELL students? What supports do they receive? Who provides the supports?

Understanding processes and outcomes:

1. What is measured and what does the system examine in order to understand whether there is quality in the instructional program for ELLs?

2. Who is responsible for follow through and what are the mechanisms for understanding what is measured at the system, school and classroom level?

3. What does the data tell us? What is the story for the district?

4. Can the district identify classrooms that exemplify quality? Schools? What is the rationale for those choices?

5. What data or analyses are available beyond state mandated reports?