APPENDIX A

Units of Study, Analysis Variables and Instruments/Measures Used to Answer Each Research Question

	Research Question	Unit of Study	Analysis Variables	Instruments/Measures
Key Impact Analysis Questions				
si _§	o SIOP-trained teachers score gnificantly higher on the Standards erformance Continuum (SPC) assessment an do teachers with no SIOP training?	4 th and 5 th grade teachers in treatment and control schools	Measures of quality of instructional practices aligned to sheltered instruction and proven effective with diverse learners including English learners	SPC Observation Measure
tra tha SI as	o ELL students in schools with SIOP- nined teachers score significantly higher an ELL students in schools with non- OP-trained teachers on the ACCESS sessment (Georgia's state-adopted nglish-language proficiency assessment)?	4 th and 5 th grade ELL students in treatment and control schools	Raw scores, scale scores, and English language proficiency levels scores for: Listening Speaking Reading Writing Oral language (listening & speaking) Literacy (reading & writing Comprehension (reading & listening) Overall (all four language domains)	ACCESS for ELLs
tra tha SI co ac	o ELL students in schools with SIOP- nined teachers score significantly higher an ELL students in schools with non- OP-trained teachers on the CRCT five ontent areas (Georgia's end-of-year chievement tests)?	4 th and 5 th grade ELL students in treatment and control schools	Scale score and performance level scores on: Reading English/Language Arts Mathematics Science Social studies	Georgia's Criterion- Referenced Competency Test (CRCT)
4. Do	onal Research Question onon-ELL students in schools with SIOP- nined teachers score significantly higher an non-ELL students in schools with on-SIOP-trained teachers on the CRCT we content areas (Georgia's end-of-year chievement tests)?	4 th and 5 th grade non-ELL students in treatment and control schools	The CRCT variables	Georgia's Criterion- Referenced Competency Test (CRCT)