Random Assignment Evaluation of Pacific CHILD

ANNUAL PROGRAM IMPACT SURVEY*

Dear Teacher,

Thank you for your participation in the Random Assignment Evaluation of the Pacific CHILD Program. As part of this two-year evaluation, we request you to complete this Annual Impact Survey.

Your participation in this survey is completely voluntary.   However, your input is an essential part of this study, and we greatly appreciate your response. Our report aims to be of value to education leaders across the country. We know how precious your time is. To thank you for completing the survey, we are offering a $XX gift certificate. Details on how to claim your gift certificate is provided at the end of the survey.

Your responses to this survey will be used only for the research purposes. The results from this survey will be reported only in an aggregated format, and your name or your school will not be revealed. We will not provide information that identifies you or your school to anyone outside the study team, except as required by law.

If you have any questions about the study or this survey please contact XXXXX at Berkeley Policy Associates (xxxx@bpacal.com). If you encounter any technical problem in completing this on-line survey, please contact XXXXXX, Survey Administrator (xxxxx@bpacal.com). You can also reach us by calling 1-800-891-0272 (Toll Free). [For CNMI and American Somoa: You may also contact XXXXX locally at xxxxx@bpapacific.com or by calling xxxxxxxxx.]

Thank you for your participation!

The Pacific Communities with High Performance in Literacy Development (Pacific CHILD) Program is a professional development program administered by the Pacific Resources for Education and Learning (PREL) with funding from the U.S. Department of Education. Berkeley Policy Associates (BPA) is the independent evaluator of the Pacific CHILD. According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is <xxxx>. The time required to complete this information collection is estimated to average 30-45 minutes, including the time to review instructions. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651.

Your school: _____

For the questions 1 to 46, please circle[select] what you think is the best response for each question.

I. Instructional Techniques

1. Schema building refers to _____.
    a. Constructing concept maps for textual themes
    b. Using thematic units to develop language skills
    c. Monitoring your own thinking process
    d. Developing complex connections between and across ideas
    e. Using graphic organizers to develop meanings for vocabulary items

2. The purpose of scaffolding is to _____.
    a. Enable a student to complete a task that he/she would otherwise not be able to do alone
    b. Teach language to English Language Learners in stages
    c. Guide an activity that is carried out as the result of processing language
    d. Activate a students' prior knowledge about the content of a text
    e. Help a student to whatever extent necessary so that the task is completed

3. Which is an essential part of *Sheltered Instruction*?
    a. Teachers modify curriculum, use supplementary materials and alternative assessments
    b. ESL and bilingual teachers are assigned to teach these classes
    c. ELL students are partnered with native-speaking peers
    d. ELLs use content to learn language
    e. Teachers use sheltered instructional techniques only when ELLs are present

4. Flexible grouping of students is based on _____
    a. Data from classroom assessment results
    b. Language ability
    c. Ethnicity/shared language
    d. Academic ability
    e. Standardized test scores

5. Judicious use of support services refers to _____
    a. Recognizing that support staff supplement the teachers work but do not replace classroom instruction
    b. Recognizing that ELLs need to receive instruction primarily from ESL teachers
    c. Placing the primary responsibility for the instruction of ELLs on support staff
    d. Placing the student in extended-day help so that he or she learns content material
    e. Seeking parental input on student's learning

6. What role do formative assessments play in planning a lesson?
   a. They help inform the teacher about students' prior knowledge and should guide instruction
   b. They help teachers determine which students need support services
   c. They help teachers form questions about students' ability
   d. They are not necessary in planning a lesson
   e. They reveal students likes and dislikes so that the teacher plans a high-interest activity

7. Which of the following best describes *Sheltered Instruction?*
   a. ELLs participate in grade-level appropriate content material while developing English language proficiency
   b. Students receive simplified content while they develop language skills
   c. ELLs are protected from the social influences of their English proficient peers
   d. Teachers are experts in second language instruction
   e. Teachers modify assignments by assigning less cognitively demanding work to ELLs

8. In a literacy-rich environment _____.
   a. There is an abundance of print visible
   b. Artwork, photos and artifacts are displayed
   c. Natural and found objects are present
   d. Classroom charts are used for daily communication
   e. All of the above

9. An interactive approach to learning requires that the role of the teacher change from that of _____ to _____.
   a. Transmitter to facilitator
   b. Transmitter to co-learner
   c. Expert to resource person
   d. Expert to receiver
   e. Facilitator to transmitter

10. Which of the following is NOT a required characteristic of an interactive task?
    a. Cooperative group work
    b. Students learning by doing
    c. Teachers and students learning together
    d. Students thinking and working with others to apply new ideas
    e. Physical or hands-on experience followed by discussion

11. A classroom environment that is full of literature, art, print material and community resources is _____.
    a. Cognitively-rich
    b. Distracting to English learners
    c. Literacy-rich
    d. All of the above
    e. None of the above

12. What is the first step toward building students' reading vocabulary?
    a. Building their oral vocabulary
    b. Building their productive vocabulary
    c. Building their receptive vocabulary
    d. Building their academic/technical vocabulary
    e. None of the above

13. Which of the following is <u>NOT</u> a characteristic of a literacy-rich environment?
    a. An emphasis on sequential skills mastery
    b. Reference books (dictionaries, encyclopedias, etc.)
    c. The teacher making and pointing out own errors
    d. Student created print
    e. Displayed library books

14. Which of the following is an example of "modeling"?
    a. Showing video clips to emphasize a particular concept
    b. Having students orally repeat a set of vocabulary words until pronunciation approximates that of a native speaker
    c. Having students create a poster that summarizes a story or passage
    d. Demonstrating a science experiment
    e. Using prior knowledge and experience to connect ideas

15. Academic language refers to _____.
    a. Language that is used by a teacher or instructor
    b. Abstract concepts
    c. Written language like that used in college texts
    d. Language used in formal contexts for academic subjects
    e. Non-comprehensible input

16. A teacher models self –questioning through thinking aloud and while reading. She ask, " What would happen if, XXX does YYY?" or "I wonder why…." These are examples of what type of questions?
    a. Thoughtful questions
    b. Assessment questions
    c. Predictive questions
    d. Formative questions
    e. None of the above

17. The term morphology refers to _____.
    a. The study of word formation
    b. The study of language change
    c. The study of context clues
    d. Explicit instruction in individual words
    e. All of the above

18. Which of the following is a feature of informational text that signals key information?
    a. Headings, subheadings, forwards, and summaries
    b. Charts, diagrams, tables, and flow charts
    c. Style, type, and size of font
    d. Location of the main idea in a paragraph or sentence
    e. All of the above

19. In the ESL/ELD classroom, the primary purpose of interactive tasks is to
    _____.
    a. Involve ELLs in meaningful content work while they acquire English
    b. Pre-teach the language required for engagement in content work
    c. Eliminate the need for individual tasks
    d. Create homogeneous groupings
    e. Differentiate instruction

20. Which of the following is NOT one of the four components of vocabulary instructions outlined in Pacific Child?
    a. Repetition and memorization
    b. Providing rich and varied language experiences
    c. Explicitly teaching individual words
    d. Teaching word-learning strategies
    e. Fostering word consciousness

21. Question generation helps with comprehension because it
    a. Links their prior knowledge with the text
    b. Helps with text interpretation
    c. Fosters student ownership of learning
    d. Enables students to read for meaning and accuracy
    e. All of the above

22. Differentiated Instruction refers to _____
    a. Teachers adjusting instruction to accommodate individual students' needs
    b. Teachers beginning a lesson at a predetermined set point
    c. Teachers sharing class materials to teach the same lesson
    d. Students learning from their textbooks, homework and tests
    e. Students learning by doing

23. _____ creates a conceptual framework in which a meaningful context is maintained for several days or weeks.
    a. Culturally responsive teaching
    b. Thematic instruction
    c. Direct instruction
    d. Cooperative group work
    e. Information processing model

24. When readers expect that events will be told in the order they happen or that a process will be explained step-by-step, what type of expository text structure is this?
    a. Sequence
    b. Compare-Contrast
    c. Cause-Effect
    d. Problem-Solution
    e. Description-Classification

25. K-W-L is an important pre-reading conversation. What are the steps in K-W-L?
    a. Ask students what they know about the topic, what they want to find out and what they learned or still need to learn
    b. Ask students to take notes, create word charts or list items that are unknown
    c. Ask students what they know about the topic, what they predict will happen and what they would like to happen
    d. Ask students to discuss, work in groups, and locate the main ideas
    e. None of the above

26. The essential components of vocabulary instruction include _____.
    a. Providing rich and varied language experiences
    b. Explicitly teaching individual words
    c. Teaching word-learning strategies
    d. Fostering word consciousness
    e. All of the above

27. Flexible grouping provides an opportunity for the teacher to do which of the following?
    a. To work with groups who need targeted assistance
    b. To create a low-anxiety environment
    c. To ensure more on-task behaviors
    d. To guide student-to-student interactions
    e. All of the above

II. Theories of Learning and Language Acquisition

28. The instructional technique most clearly aligned with a socio-cultural view of learning is _____.
    a. Scaffolding
    b. Adapting to learning styles
    c. Drill and practice
    d. Cross-age tutoring
    e. Bilingual instruction

29. Metalinguistic knowledge involves _____.
    a. Metaphoric comprehension
    b. The ability to find hidden meanings in the text
    c. The ability to talk about language forms and functions
    d. The ability to connect new texts with prior knowledge
    e. The ability to translate texts accurately

30. A transitional system in which a person uses rules from two or more languages simultaneously is called _____.
    a. Code switching
    b. Interference
    c. Word recognition
    d. Pidgin
    e. Interlanguage

31. Metacognitive development refers to _____.
    a. Learning that occurs as a result of imitation, practice, and reinforcement
    b. When a teacher's lesson plan focuses on developing students' analytical skills
    c. The ways in which students examine and guide their thinking or cognitive processes
    d. The result of a teacher's use of schema building within their lesson plans
    e. When students' development occurs outside of structured learning activities

32. Behaviorism suggests _____.
    a. Human beings are born with a basic knowledge of language
    b. Students are believed to construct meaning through experience and active participation in the learning process
    c. Language pragmatics must be explicitly taught to second language learners
    d. Learning occurs simply by being exposed to new material and experiences
    e. Learning occurs due to imitation, practice, reinforcement, and habit formation

33. The constructivist view of learning is one in which _____.
    a. Students are believed to construct meaning through experience and to be an active participant in the learning process
    b. Students only learn from tightly constructed and compartmentalized lesson plans
    c. Learners build from an understanding of basic concepts toward more abstract reasoning
    d. Similarities between the first and second languages allow the learner to acquire second language structures with ease
    e. Learning occurs as a result of imitation, practice, and reinforcement

34. Krashen's metaphor for the interaction of emotional factors with other factors that serves to make a learner more or less open to second-language input is called _____.
    a. The Iceberg
    b. The Natural Order Hypothesis
    c. Comprehensible Input
    d. The Affective Filter
    e. Metacognitive Development

35. The best way to organize instruction for intermediate to advanced English Language Learners is to_____.
    a. Use simple sentences and below grade-level texts
    b. Ensure that students reach a certain level of English proficiency before teaching grade level content
    c. Provide a specialized all-day program until ELLs reach oral fluency in English
    d. Use grade level curricula with appropriate support and scaffolding
    e. Teach in stages, beginning with simple vocabulary and the moving to more complex vocabulary

36. Communicative Competence involves _____.
    a. The ability to communicate on a basic level
    b. Mastery of meaning within social and cultural contexts
    c. The level at which students are ready to transition into a mainstream classroom
    d. Language that is to be used in a classroom setting
    e. Code switching

37. Overgeneralization errors are the result of _____.
    a. A learner's use of patterns of the first language in second language sentences
    b. The omission of elements of a sentence
    c. The learner's gradual discovery of the second language system
    d. Trying to apply a linguistic rule in a context where it does not belong
    e. Illogical reasoning

38. The Zone of Proximal Development is the _____.
    a. Level at which the material is too challenging for a student to comprehend
    b. Level at which students plateau and struggle to further their development
    c. Level at which a student is able to work independently of help from their teacher or peers
    d. Difference between the level at which a learner can complete a task independently and the level at which she can complete it with support
    e. Frustration level

39. Transfer refers to _____.
    a. The replacement of the primary language with an acquired language
    b. The omission of elements of a sentence
    c. Overgeneralization of learned grammar rules
    d. The continued use of a student's first language after they have gained competency in the newly learned language
    e. A learner's use of patterns of the first language in second language sentences

40. Cummins' Cognitive Academic Language Proficiency (CALP) is _____.
    a. The ability to engage in problem-solving, deduction, and complex memory tasks
    b. The level at which students are at a proficient enough level to be introduced into a mainstream classroom
    c. When the first language is partially or completely lost as a second language is acquired
    d. The ability to use language in all its forms as a tool for thinking and communicating effectively
    e. The language required to succeed in higher order, literacy-related tasks of the classroom

41. Instructional conversation is an effective means for engaging ELLs in classroom discourse because _____.
    a. It provides different opportunities for modeling and feedback that support language learning
    b. It enables language learners to memorize correct forms
    c. It allows for student and teacher to follow a prepared script
    d. Students are able to avoid working independently, which could allow for more mistakes
    e. It prevents students from repeating each other's errors

42. Cummins' Common Underlying Proficiency is _____.
    a. Made up of basic interpersonal communication skills (BICS)
    b. When teachers encourage all students to memorize key vocabulary prior to the reading of text
    c. Developing networks among clusters of meaning that are interconnected
    d. The foundational linguistic knowledge and skills on which a learner can draw to learn a new language
    e. A single underlying abstract structure of all languages that children must acquire in early childhood

43. Krashen's Comprehensible Input is _____.
    a. The recommendation that teachers use language just beyond students' current ability level
    b. A metaphor for the interaction of emotional factors with other factors that serve to make a learner more or less open to second-language input
    c. Translation into the primary language to ensure that the students will grasp key concepts
    d. The order in which certain features of a language are acquired
    e. Simplification of language input to the students' current ability level
44. Developmental errors are _____.
    a. The omission of elements of a sentence
    b. An error that reflects the learner's gradual discovery of the second language system
    c. A learner's use of patterns of the first language in second language sentences
    d. Overgeneralization of learned grammar rules
    e. Errors learned or picked up from interaction with peers with limited fluency

45. Leaving out elements of a sentence is called _____.
    a. A systematic error
    b. A developmental error
    c. An overgeneralization error
    d. Language transfer
    e. A simplification error

46. Additive Bilingualism is _____.
    a. Developing the students primary language and adding a second language
    b. The ability to engage in problem-solving, deduction, and complex memory tasks
    c. Having equal proficiency in two languages across a range of contexts
    d. The act of acquiring a third or fourth language
    e. Replacing the primary language with a new language

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