

Appendix C
LIEP Interview Protocol: Teachers

State: _____ **District/School:** _____

Date: _____ **Facilitator:** _____

Note-taker: _____

Participants, Positions and Schools: Sign-in Sheet: Collected BEFORE Session

Participant	Position	School	Credentials	Years Teaching	Years Teaching ELs

Introductory Script for Teacher Interviews: Good morning [afternoon]. First of all, thank you so much for being here and for being willing to participate in this study. My name is [name] and this is [name of the other site visitor] and we are researchers from Synergy [and Ed Count], organizations that conduct research about education.

Before we start, I'd like to provide a little background on our work, and answer any questions you might have. We are conducting this study for the US Department of Education in order to explore exemplary programs for ELs. You were asked to participate in this focus group because you work with ELs. During our conversation, I'll be asking you about such topics as the approaches you take to providing instruction, how you assess the progress of your students, any professional learning you are involved in, and the role of parents at your school – all with a particular orientation toward your ELs.

Are there any questions right now about the study or about why we are here?

Next, I'd like to say a few things about the process for this discussion. During our session today, I'll be asking you some questions and [other site visitor] will be taking notes. If you don't mind, I would like to record our conversation simply for note-taking purposes. No one outside of our research team would hear the recording; it would just be for own reference. If you would like us to turn off the recorder at any point, just let me know. Would that be OK?

We will make every attempt to keep all information you provide today confidential. It will only be used for the purposes of this study. We will not use your name and will not attribute any quotes. Also, all data will be kept secure and all reports, tables and printed materials will be presented in aggregate numbers. We will not share what we discuss with other people in this school or district. Whatever you express in this room stays in this room.

This session will give you a chance to express your opinions. We want you to feel comfortable in saying what you really think and feel, as your ideas and opinions are important to us. It is OK to disagree with one another. We'd like to hear everyone's perspective. If you do not feel like responding to a question, you do not have to. Your participation is completely voluntary.

I'd like to ask you to sign a consent form before we begin. It outlines some of the issues I've just mentioned with regard to anonymity and confidentiality. Please take a minute to read it and let me know if you have any questions.

Are there any questions before we get started?

***Note to interviewer:** Throughout the interview, possible probes are set aside following each general question. Asking these questions may help to move the interview pace or may prompt a less talkative respondent. However, **do not feel you need to ask each of these probes**; it is likely that the respondent will cover many of these issues when responding to your initial inquiry. Keep the tone conversational and comfortable.*

Teacher Interview Protocol

This protocol is intended to be used for interviewing teachers to include both mainstream (general education) and EL teachers (although it is expected that all teachers will have at least some ELs in their classes). The interviews will occur at all schools visited, whether at the elementary or secondary level.

Background

1.

To start, what is your first name and the subjects and grades you teach. Also, please specify your role in teaching English language learners and your teaching certifications (e.g., ESL certification, bilingual endorsement, etc). For example, if you are a content area teacher (or classroom teacher), do you have ELs in your classes? Do you teach any specialized classes for ELs (such as ELD classes, sheltered content classes, etc.)? Etc.?

2. **Tell us a little about the ELs you teach, their backgrounds and instructional needs in English and content areas. Describe the diversity of languages and range of EL needs in the population. Talk about how the various languages and cultures are recognized and celebrated in your school, community, and district.**

3. **Describe the LIEP(s) utilized in your school. For purposes of this study, we define LIEPs as a systematic approach to the provision of services that support the development of English language proficiency and academic achievement among English learners. LIEPs are program *models* that consist of a *comprehensive set of services* including curriculum and instruction strategies as well as other essential services (e.g., counseling, family support, etc.) that facilitate English proficiency and academic content gains. In addition to describing your LIEP(s), tell us your understanding of the schooldistrict's expectations and priorities about educating ELs?**

For Items 1-3, listen/probe for:

- How many ELs teachers have in their classes
- Priorities related to LIEPs
- Approach to LIEP(s) and what labels they use. (E.g. Dual Language, Two-way immersion, Transition bilingual, Developmental bilingual, Sheltered English instruction, Structured English immersion, Specially designed academic instruction delivered in English (SDAIE), Content-based ESL, Team Teaching, Plug In ESL, Pull-out ESL).
- How ELs are grouped into various classes – are all newcomers grouped into one class? Are ELs evenly distributed throughout the classes? Grouped by language? Etc.?
- Belief and value statements that permeate community and/or drive program decisions
- Ways in which qualifications in content area and language instruction are considered in assigning teachers to classes with ELs

- Attitudes of teachers toward being assigned EL classes
- Feelings of being prepared to teach the assigned classes or ELs in your classes
- If collaboration among teachers occurs and if so, how and for what purpose.
- The language ability levels of students, academic content levels and content levels in comparison to non-ELs
- How EL absenteeism or mobility impacts student learning on English language development and on academic content goals
- Use of native language in classes with ELs
- College and career readiness

LIEP Instructional Approach

- 4. Next, I'd like to get a deeper sense of the overall LIEP goals and approach to EL services and instruction at your school. How do you go about planning and preparing to meet the needs of the ELs?**
- 5. Is there a whole-school approach to serving ELs? Are there designated programs, specialized classes, supports and/or curriculum that are used school wide? How do you go about adapting LIEP programs?**
- 6. What strategies and resources do you draw on to make the content accessible for your ELs in your classrooms? What amount of time do you devote to ELD versus content teaching? Is there a specific approach you are expected to use for serving ELs? Are there some strategies that you have learned through professional development offered by your school or district?**
- 7. Is there a particular curriculum or set of materials that you are expected to use (in content area and/or language instruction)? If so, how are you prepared to use them and how do you use them? How well does the curriculum align with student needs?**

For items 4-6, listen/probe for:

- Goals for ELP (acquiring language) and mastering content
- Whether there is a mandated/intended curriculum and/or approaches in place
- Various program components and their intended purpose/goal
- How EL differentiation occurs in the general classroom
- How well the program is articulated, supported, and effective (evidenced by)
- Approach to planning for student learning, use of student data, and support services/structures the school/district has in place for this
- Interventions available to ELs who are struggling (such as, after school program, tutoring, mentoring, academic or guidance counselors, Response to Intervention, etc.)

- Integration with other existing services in school/district (such as special education, gifted and talented, Title I activities, AP/IB classes, clubs, athletics, tutoring)
- Transition services into/out of EL classes
- Perceived effectiveness of structures and/or practices mentioned (evidenced by)
- Incorporation of ELD into content area instruction (including use of academic language) and what would be the ideal ratio
- Use of native language in classes with ELs
- Whether there is designated time for ELD instruction and what takes place during that time
- Specific curricula or materials that are used for EL instruction and any PD support
- Length of time teachers have been using curriculum/materials
- Time and/or support structures provided to plan collegially by grade-level and/or for grade level articulation for EL support
- Common modifications to materials, who makes modifications, and if systematic process is in place for how modifications are made
- Knowledge and use of cross-cultural education and cultural diversity principles/techniques
- Building and maintaining rapport with students and other instructional staff

State Standards

8. Are you familiar with the state ELP standards? If so, how useful do you find them and how do you use them in your instruction? What do you find useful and not useful about the standards?

8a. Are you familiar with the state content standards? If so, how useful do you find them and how do you use them in your instruction? What do you find useful and not useful about the standards?

Listen/probe for:

- Level of familiarity with state standards and extent to which they are used for EL instruction and/or assessment
- How teachers learned about the standards and how they access them. (For example, are they sitting in a binder on the shelf? On the Internet? Etc.?)
- How school/district makes standards accessible and relevant to planning English language development instruction.
- How content standards get integrated with ELP standards
- How standards could be improved (to be more useful) and for what purpose

Assessment and Accountability

9. What measures (formal and informal) do you use to assess your students' progress in the content areas and in their language proficiency? How do you use these data to indicate any learning gaps or to show that your students are learning what you intend for them to learn. What structures does your school/district have in place to help you with this assessment work?

Listen/probe for:

- Use of state ELP test for assessing language progress and the timing in getting these data and frequency of their use
- Use of state content tests for assessing academic achievement and the timing in getting these data and frequency of their use
- Whether school-based accountability drives sense of shared responsibility for meeting ELP goals
- Use of state ELP and content standards in development of classroom assessments
- Measures used to assess ELP and academic achievement, such as district-mandated assessment, teacher observation, end of course exams, etc. and extent to which these measures are mandated
- Any changes over time in assessments used and/or how used
- Any district-wide measures mentioned by district officials
- Any systemic school/district support services or structures that allow teachers access to data and collaboration around use of data in planning for targeted instruction
- Disaggregation of data to reveal salient EL needs

Professional Learning

10. What kinds of professional learning do you engage in regarding EL instruction?

Listen/probe for:

- Whether professional development is part of a systemic model of improvement
- PD focused on instructional practices and/or language development content
- Professional development initiatives identified by school/district
- Follow up to professional development focused on understanding importance and features of quality EL instruction
 - Joint professional development (e.g., are EL teachers invited to all PD for general teachers and vice versa)
- Any differences in what content vs. EL teachers receive or if PD is offered to both at same sessions
- Supports and/or services provided by district and/or any assistance provided by state
- Whether PD includes differentiation strategies for ELs
- Whether PD includes cultural sensitivity and builds cross cultural competence with families and the community

- Use of state standards
- Perceived effectiveness (evidenced by)
- Use of data and assessments supported as a PD topic

Family and Community Involvement

11. In what ways are the families of your ELs involved in their child's education? Are there any programs or supports in place at your school or in the community that benefit ELs and/or their families?

Listen/probe for:

- Supports that benefit EL families, such as parent outreach programs, parent classes, language classes, parent liaison, etc.
- Extent to which families access the supports
- Perceived effectiveness (evidenced by)
- Ways in which the unique needs (social, emotional, acculturation) of EL families are accommodated (such as, communication in home language)
- Community values for languages and cultures
- Supports that foster community involvement in school programs
- Availability of community resources
- Extent to which families access the community supports through the structures that are in place to encourage participation

Successful LIEP Practices

12. Are there any practices you or your school have implemented that you feel have been particularly successful with your ELs? What are they and why do you think they have been successful?

Listen/probe for:

- Integration with other existing services in school/district (e.g. special education, gifted and talented, AP/IB classes, clubs, athletics, tutoring)
- Transition services into/out of EL classes
- Counseling services for building cultural bridges among and between students, faculty, families, and community resources
- Specific extended learning opportunities (may be covered in first bullet)
- EL levels of engagement with program and its components
- Features of instructional programs

13. As appropriate, if not already mentioned: Next, I'd like to ask you more about X. [Probe further on any specific strategies or approaches mentioned by district level staff for which

we'd like to get teachers' perspectives (if not already mentioned above). Examples could include curricular approaches, a particular EL methodology that is being promoted, a bilingual program, a parent outreach program, or any other practices that might be of interest.]

Listen/probe for:

- What is the focus? Who participates?
- Perceived effectiveness (measured by)
Support/influence from the district

Challenges, Lessons and Solutions

14. What challenges and constraints do you (and your school) face in addressing the needs of ELs? How can the state or district help you address these challenges?

15. If you could share one or two key lessons with other schools or districts that are attempting to implement a successful LIEP, what would you say?

Listen/probe for:

- Processes and methods that teaching staff use to strategize effective program implementation and/or evaluation
- Support structures and services in school, district, or community that are not adequate and/or available to teachers and/or ELs and families
- Elements of ELs' family backgrounds such as great diversity of EL native languages, gaps in formal education, mobility, or absenteeism
- EL program structures (e.g. use of native language)
- Monitoring and revision process for program and/or curricular components
- Willingness of general education teachers to modify or differentiate instruction

Note to interviewer: Thank participants for their time and the valuable information provided. Mention again our commitment to confidentiality. Remind them of how they can learn more about the progress and outcomes of this study. Mention that we might come back to them to clarify our notes after they have been developed.