

**Appendix E**  
**LIEP Protocol: District Level Personnel**  
**(EL Coordinators, Assessment Coordinators, Curriculum & Instruction Coordinators)**

**State:**

**District:**

**Date:**

**Facilitator:**

**Note-taker:**

**Participants, Positions and Schools:** Sign-in Sheet:

<b>Participant</b>	<b>Position</b>	<b>District</b>	<b>Credential</b>	<b>Years Administration</b>

*Introductory Script for District Interview:* Good morning [afternoon]. First of all, thank you for being here and for participating in this study. My name is [name] and this is [name of the other site visitor], 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 English learners. We are interested in understanding the contextual factors in their implementation to better understand how exemplary schools and/or districts select, design, implement and evaluate their programs. This is an interview of district staff (e.g., EL Coordinators, Assessment Coordinators and/or Curriculum and Instruction Coordinators) who support schools with English learners. During our conversation, I'll be asking you about issues related to EL instruction, curriculum, assessment and evaluation, teacher capacity and professional learning, resource allocation and parent/community support.

Do you have any questions right now about the study or about why we are here?

Next, I'd like to explain 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 will hear the recording; it will just be for our 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're asking you to keep what is said in this room confidential and not repeat it to others in your district or at your schools. This is important so you can feel safe being honest and our research can accurately reflect current practice. Agreed?

This session will give you a chance to express your opinions. We want you to feel comfortable saying what you really think and feel, as your ideas and opinions are important to the study. 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.*

## Background

- 1. To start, I'd like to ask each of you to introduce yourselves by saying your first name, and your role within your school district. Next, briefly describe your background and primary responsibilities within your role, especially as it relates English language learners and the ESL program in your school.**

*Probe, if necessary:*

- How did you come to be involved in district administration?
- How many years have you been involved with this school district, and in what capacity?
- Experience with ELs (e.g., teacher) in the current or previous districts?
- Probe for capacity to fulfill this role, training received, support provided, constraints, how many others share similar responsibilities, what other responsibilities s/he has

- 2. We'd like to get a picture of your district's context and its EL population's background(s). Tell me what your district is like in terms of the various languages and cultures that are in the schools and communities, and the socio-economic backgrounds that make up your district.**

*Listen/probe for:*

- Size of EL population, language backgrounds, language levels, content area levels, and levels of prior education (particularly at secondary level where some ELs may come into the system with limited prior schooling)
- Presence of any significant subpopulations within the EL population and their characteristics (such as refugee populations, influx of newcomers, significant border population, etc.)

- 3. Tell us about the cost expenditures spent annually on your LIEP program. What was the district Title III allocation of the 2011- 2012 school year? What was the Title III per student allocation for the 2011-2012 school year? Does the district put in additional funds to support the LIEP? Do you have additional funds (other grants) that support the LIEP? How do you identify and secure other non-Title III funding to support your LIEP?**

## LIEP and Practices

- 4. Now, tell us about the major language instruction educational programs (LIEPs) currently in use throughout your district. 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. Tell us how programs are selected and your specific roles in their implementation and evaluation? What guiding vision or principles about educating ELs influenced selection of these programs?**

- 5. What district-wide designated programs, specialized classes, supports and/or curriculum are available for ELs? Are any programs or supports dedicated for specific types of LIEPS? Additionally, tell us how EL education is organized at the district level and how it is organized at the school level (that is, are ELs educated at their neighborhood school, etc.?)**

*Listen/probe for:*

- How/why were they selected
- Design elements and how they are integrated to meet the goal of English proficiency and content area learning
- Goals for ELP and content area mastery
- Articulation of a clear plan regarding EL instruction and expectations
- How well the program is articulated and supported
- District's role in increasing the continuity of curriculum, materials, resources, and services
- Whether there is a mandated/intended curriculum in place
- Various program components and their intended purpose/goal
- Appropriate levels of flexibility to cater to local school context

- 6. How are students initially identified and placed as ELs? And how is re-designation determined? How does the district apply its policy and practices collaboratively with schools?**

*Listen/probe for:*

- Measures used, such as state ELP test, district assessments, teacher recommendation, and other measures.
- How many ELs are participating in the LIEP in your district? How long do they tend stay in various program types? (for example, in the case of a bilingual program, do they stay in it? or transition out to English only?)
- How do ELL students transition from one program type to another?
- Perceived effective of placement procedures

- 7. What specific processes or approaches do you use and/or promote to ensure appropriate collaboration across functional areas within the district offices, and**

**between the district and schools with regard to the LIEP and the district's expectations for EL instruction?**

*Listen/probe for:*

- Specific program components and their intended purpose/goal
- How well the program is articulated and supported at the district level
- Integration of LIEPS with other programs (provide some examples) established in the school/district
- Influences on selection of types of programs, such as district mandates, state standards, and/or TA provided
- Use of joint planning sessions
- Involvement of community, families, teachers in short and long-term planning
- Provision of data and guidance needed to replicate programs across schools
- Interventions with common core components with guidance on customization
- Support for common implementation of programs across schools
- Integration with other existing services in school/district (such as special education, gifted and talented, AP/IB classes, clubs, athletics, tutoring)

**8. How does your district support schools in addressing the challenge of the large diversity of languages? (Note to interviewer: Ask this item if applicable to the district.)**

**9. Now tell us, how you address the challenge of wide ranging English language development levels and other needs and strengths in your EL population? Does your district offer any supplemental programs, interventions or supports to ELs who are struggling?**

*Listen/probe for (items 8 and 9):*

- Use of native language in classes with ELs
- 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, AP/IB classes, clubs, athletics, tutoring)
- Transition services into/out of ESL classes
- Perceived effectiveness of structures and/or practices mentioned (evidenced by)
- Professional development for teachers, etc. or regional resource centers supported by the district

**10. If not already mentioned: Next, I'd like to ask you more about X.** [As appropriate, probe further on any specific strategies or approaches mentioned by district level staff for which we'd like to get the district level perspective (if not already mentioned above).]

*Listen/probe for:*

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

### **Teacher Capacity**

**11. Please tell us about the highly-qualified requirements for the teaching workforce whose responsibility it is educate ELs in your districts. Tell us how teachers are distributed across schools based on EL need.**

*Listen/probe for:*

- Teacher skills, knowledge, leadership capabilities and cultural sensitivity

**12. Tell us more about teacher leadership, commitment, and collaboration in your district. What are the leadership characteristics you expect among teachers and instructional staff? What models of collaboration and leadership does your district promote?**

*Listen/probe for:*

- Extent to which the most skilled teachers are the ones teaching the classes with the largest numbers and/or greatest diversity of ELs
- Distribution of high quality teachers in classes with the most and/or greatest diversity of ELs
- Teacher commitment attitudes toward teaching EL classes. Do they tend to request such classes or avoid them?
- Structures that incentivize teaching EL classes such as collaborative approach, more and/or common planning time, or availability of PD
- Challenges, such as turnover, resistance to change, etc.

**13. How does the district ensure that it has sufficient staff to make sure that ELs make progress in acquiring English and in learning academic content? In your district, describe the types and qualifications of teachers and aides that are most critical to achieving district goals in terms of EL achievement, and language proficiency? What have been barriers to recruiting and retaining such individuals? What actions have been successful in overcoming these barriers?**

*Listen/probe for:*

- Any recruitment and retention practices mentioned by district officials
- Extent to which EL qualifications are a factor in recruitment and which EL qualifications are considered such as culturally relevant pedagogy or bilingual abilities
- Any challenges associated with recruiting the teachers needed and how they are addressed
- Extent to which teachers are certified ESL or bilingual teachers

## **Professional Learning**

### **14. What are the district priorities for professional learning among administrators, teachers and counselors in your district as it applies to ELs? How are professional learning opportunities different for each group? How are they similar? What is the district role in providing these PL opportunities?**

*Listen/probe for:*

- Systemic professional development initiatives targeted to ELs identified by district officials
- Providing an appropriate menu of PL services – modeling, coaching, on-site staff developers, external experts, demonstrations, regular on-going teacher collaboration about best practices that incorporate differentiation for ELs
- Follow up to professional development focused on understanding importance and features of quality EL instruction
- Joint professional development (e.g., are ESL teachers invited to all PD for general teachers)
- Any differences in what content vs. ESL teachers receive
- Counseling issues on placement, transition, social and health services
- Supports provided by district and/or any assistance provided by state, especially in promoting collaboration
- Use of state standards
- Perceived effectiveness (Ask how effectiveness is measured)
- School district/university partnerships in developing/recruiting highly effective teachers

### **15. As a district leader, where do you turn for assistance on EL issues?**

*Listen/probe for:*

- Supports provided by state and/or federal agencies, and other education organizations
- Perceived effectiveness (Ask how effectiveness is measured)

- External expertise the district has access to, such as local university or PD provider, and internal expertise, such as experts at the district and school levels

### **Assessment & Program Evaluation**

**16. I know that your state uses \_\_\_\_\_ as the test of English language proficiency. How does your district use the information you get from that test to inform selection, implementation, and/or evaluation of its LIEP(s)?**

*Listen/probe for:*

- Kinds of analyses the district conducts with the results and how used

**17. In addition to this test, are there any other measures your district uses for assessing the progress of ELs? What are they? How does this information shape decision-making regarding LIEP and/or their specific program components?**

*Listen/probe for:*

- How frequently are these other assessments administered? Do teachers develop their own measures of English proficiency?
- Are there instructional tools that are used to measure progress more frequently than the annual state test?
- How is data collected, shared, and used to drive instruction?

*Listen/probe for:*

- Use of data to inform sustainability and appropriate medication of programs and/or their components

**18. In what ways do you evaluate the fidelity of the program? What other data help you determine if the program remains relevant for your student population?**

*Listen/probe for:*

- Other measures and approaches that have been used successfully to track program fidelity
- Means of communicating with schools on gains and drops in scores and suggesting interventions
- Providing professional learning on data use
- Variety of non-instructional measures used and extent to which these measures are mandated.
- Any changes over time in types of data tracked and how used
- How district empowers school-based leaders for instructional management linked to how data is used to drive instruction



- Any systemic school/district support services or structures that allow administrators and/or teachers access to data and collaboration around use of data in planning for targeted instruction
- Use of state ELP standards and content standards in development of formal and informal assessments
- Data is disaggregated to show trends and areas of need in ELP
- How often are these data reviewed, by whom, and how are data used for school-based programmatic changes (e.g., teachers, moving ELs)

## **Resource Allocation**

**19. Next, I'd like to get a sense of the kinds of resources (financial, human, volunteer, community-based or other) and program structures you draw on to scale up and/or maintain your LIEP(s). What financial resources are targeted for ELs? What other resources do you draw on (financial and non-financial)?**

**20. Next, please describe any challenges to securing and maintaining resources and solutions that you have found work well for your programs. How do you collaborate with schools and school leadership to help shape proper resource allocation?**

*Listen/probe for:*

- Resources and program structures identified by district officials
- Resources from volunteer services and community-based organizations
- HR support in recruiting and hiring qualified ESL teachers
- Whether school receives Title III money and how used
- Any challenges associated with securing resources needed
- How resources from multiple sources—Title I, Title III and others--are coordinated and utilized to support ELs
- Efforts to secure feedback from schools and school leadership to shape resource allocation

## **Parent and Community Involvement**

**21. How would you describe the programs or supports that specifically target parents of ELs? Describe the challenges to parental involvement and your solutions. Are there any?**

*Listen/probe for:*

- Supports that benefit EL parents, such as parent outreach programs, parent classes, language classes, parent liaison, interpreters, other bilingual staff, etc.
- Extent to which parents access the supports through the structures that are in place to encourage participation
- Ways in which the unique needs of EL parents are accommodated (such as, communication in home language).
- Perceived effectiveness (Ask how effectiveness is measured)

**22. How would you describe the role of the advocacy and community-based organizations in your district in services for ELs and their families? Describe the challenges to community involvement and your solutions.**

*Listen/probe for:*

- Community values for languages and cultures
- Supports that foster community involvement in school programs
- Availability of community resources
- Extent to which community members access the supports through the structures that are in place to encourage participation
- Perceived effectiveness (Ask how effectiveness is measured)

**Challenges, Lessons and Solutions**

**23. Finally, what challenges and constraints do you face in implementing and sustaining your LIEP that we have not already talked about? How do you address them? Are there any state or district policies that would be helpful in addressing those challenges?**

**24. If you could share one or two key lessons for other schools or districts that are attempting to implement and sustain a successful LIEP, what would you say?**

*Listen/probe for:*

- Support structures and services in school, district, or community that are not adequate and/or available to administrators, teachers and/or ELs/families
- Elements of ELs' family backgrounds such as great diversity of EL native languages, gaps in formal education, mobility, or absenteeism
- Willingness of general education teachers to modify or differentiate instruction
- Court cases and/or legal requirements to improve EL performance
- ESL program structures
- Monitoring data and revision/modification process for program components
- School Board or other local political challenges

**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.

