



# Impact Evaluation of Academic Language Intervention

Teacher Survey – Spring 2019

Hello! Thank you very much for your help!

We ask that you complete the survey below. The following page has a consent form with more information about the survey's purpose. If you are willing to complete the survey, please check the appropriate box on the next page and then begin. Your responses will not be used for monitoring purposes and no reports will identify you or any other individual teacher or school.

We appreciate your time!

Sincerely,

XXXX

OMB#: 1850-XXXX

Expiration Date: XX/XX/20XX

**Paperwork Reduction Act of 1995**

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**Notice of Confidentiality**

Information collected for this study comes under the confidentiality and data protection requirements of the Institute of Education Sciences (The Education Sciences Reform Act of 2002, Title I, Part E, Section 183). Responses to this data collection will be used only for statistical purposes. The reports prepared for this study will summarize findings across the sample and will not associate responses with a specific individual. We will not provide information that identifies specific individuals, schools, or your district to anyone outside the study team, except as required by law.

## PLEASE READ THIS FORM AND CHECK BELOW IF YOU AGREE TO PARTICIPATE IN THE SURVEY

We would like to invite you to complete a survey about your experiences teaching students who are English Learners (ELs) or disadvantaged non-EL students. The survey will take approximately 35 minutes to complete. As a token of our appreciation, you will receive \$XXX two weeks after submitting your completed survey.

### What is the purpose of the study?

Your school is participating in a national research study to help determine what types of instruction will best help English Learners (ELs) and disadvantaged non-EL students in the 4<sup>th</sup> and 5<sup>th</sup> grade improve language skills needed for reading and writing in school. The study is sponsored by National Center for Education Evaluation (NCEE) of the U.S. Department of Education's Institute of Education Sciences (IES) and the survey is administered by MDRC and Abt Associates. The survey includes questions on your education, training, and teaching experience, and the types of instructional techniques you use and challenges you encounter in your classroom.

### Is participation voluntary?

Taking part in the survey is voluntary. Deciding to take the survey or not will have no effect on your employment, teaching certification status, or your relationship with your school or district. You may choose to skip any question on the survey, or choose not to complete the survey at any time without penalty.

### What are the benefits and risks?

There is no direct benefit to you from participating in the survey. You will be contributing to a national study designed to help improve academic outcomes for English learners and non-EL disadvantaged students and give teachers information and tools to work most effectively with these students.

This survey poses minimal risk to you. As part of the survey, you will be asked to provide some personally identifiable information (PII). We will protect your privacy to the extent permissible by law. This includes limiting access to personally identifiable information about you to authorized members of the research team only. There is a very small risk of disclosure of your PII to people outside the research team. However, the research team has many procedures in place to minimize this risk. We will remove PII from your other survey responses and store it separately in secure data files. The research team will not share your individual survey responses with your school, district, state, or the U.S. Department of Education. Your responses to this survey will be summarized along with the responses of other teachers for statistical purposes only. No reports will identify you or any other individual teacher or school. At the end of the study, we will share anonymous data collected in this survey with the U.S. Department of Education's Institute of Education Sciences (IES). That is, before sharing any survey data we will remove information that identifies you or your school directly.

### What if I have additional questions?

If you have any questions about the study or about the survey, including technical difficulties, please contact Carter Epstein at Abt Associates via email at [STUDY NAME@abtassociates.com](mailto:STUDY_NAME@abtassociates.com) or toll free at 800-XXX-XXXX. For questions about your rights with regard to the study, please call INSERT MDRC CONTACT, MDRC's Institutional Review Board Administrator, toll-free at 1-XXX-XXX-XXXX.

- By checking this box, I agree to participate in the survey that follows for the Impact Evaluation of Academic Language Intervention. [SURVEY BEGINS]**
- I prefer not to participate in this survey. [EXIT SURVEY]**

This survey uses the following terms which are likely familiar to you; however, your district may use different terms to define similar ideas.

**Academic language** = vocabulary words and sentence structures that are common in academic settings (e.g., textbooks, standardized tests) but that are less common in spoken language

**English learner** = students who are not native English speakers. Your district may call these students limited English proficient, English language learners (ELL), non-native speakers, English as a Second Language (ESL) students, or something else.

**Instructional block** = each time you instruct a group of students on a particular subject, whether that is one group of students to whom you teach multiple subjects or multiple groups of students to whom you teach one subject. Your district may call these blocks “class periods,” “classes,” or something else. We expect that most teachers teach 4 to 8 instructional blocks per day.

**Professional learning community (PLC)** = a group of educators who meet regularly to share knowledge and strategies and to work collaboratively to improve their teaching as well as students’ learning. Your district may call this a “community of learning” or something else, but the common idea is a group of colleagues that meet frequently to share instructional practices and work toward a common educational vision. A PLC does not include disciplinary meetings, IEP reviews, or other events focused on non-instructional issues.

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#### Background, experience, and education

1. What grade(s) are you teaching this year?

- 3<sup>rd</sup> grade
- 4<sup>th</sup> grade
- 5<sup>th</sup> grade
- 6<sup>th</sup> grade
- Other (please specify): \_\_\_\_\_

2. What subject(s) are you teaching this year?

- |   |  |
|---|--|
| <input type="checkbox"/> English, reading, or language arts | <input type="checkbox"/> Foreign language              |
| <input type="checkbox"/> Mathematics                        | <input type="checkbox"/> ESL or bilingual education    |
| <input type="checkbox"/> Science                            | <input type="checkbox"/> Art or music                  |
| <input type="checkbox"/> Social studies or history          | <input type="checkbox"/> Health or physical education  |
| <input type="checkbox"/> Computer science or technology     | <input type="checkbox"/> Other (please specify): _____ |

3. Have you completed any college or university course, or other training offered or mandated by your state or district, on English learners or bilingual children?

- Yes
- No

4. Do you have a license or certificate to teach English learners (e.g., an ELL license, TESOL certification)?

- Yes
- No

5. This academic year, are you participating in any new intervention or program related to improving students' knowledge and understanding of the words and discourse that form the basis for the language used in school (sometimes called Academic Language)?

- Yes      **—————>**      What is the name of this program? \_\_\_\_\_
- No
- Don't know

6. In the past year—that is, in summer 2018, fall 2018, or this spring—did you participate in any professional development (PD) on the following topics:

Topic	Did you participate in PD on this topic in the past year?	If YES: In the past year, how many hours of PD related to this topic did you have?
Teaching English learners (ELs)	<input type="checkbox"/> Yes <b>—————&gt;</b> <input type="checkbox"/> No	<input type="checkbox"/> 1 to 3 hours <input type="checkbox"/> 4 to 7 hours <input type="checkbox"/> 8 to 12 hours <input type="checkbox"/> 13 or more hours
Teaching other struggling students	<input type="checkbox"/> Yes <b>—————&gt;</b> <input type="checkbox"/> No	<input type="checkbox"/> 1 to 3 hours <input type="checkbox"/> 4 to 7 hours <input type="checkbox"/> 8 to 12 hours <input type="checkbox"/> 13 or more hours
Strategies for helping students comprehend and use different types of language (e.g., expository, persuasive, or inferential language)	<input type="checkbox"/> Yes <b>—————&gt;</b> <input type="checkbox"/> No	<input type="checkbox"/> 1 to 3 hours <input type="checkbox"/> 4 to 7 hours <input type="checkbox"/> 8 to 12 hours <input type="checkbox"/> 13 or more hours
Strategies for helping students determine the meaning of words (e.g., cognates, context clues, word parts, concrete representations, examples)	<input type="checkbox"/> Yes <b>—————&gt;</b> <input type="checkbox"/> No	<input type="checkbox"/> 1 to 3 hours <input type="checkbox"/> 4 to 7 hours <input type="checkbox"/> 8 to 12 hours <input type="checkbox"/> 13 or more hours
Other (please specify): _____	<input type="checkbox"/> Yes <b>—————&gt;</b> <input type="checkbox"/> No	<input type="checkbox"/> 1 to 3 hours <input type="checkbox"/> 4 to 7 hours <input type="checkbox"/> 8 to 12 hours <input type="checkbox"/> 13 or more hours

7. Do you participate in a professional learning community (PLC) at your school?

- Yes → Go to Q8
- No → Go to Q11

8. Does this PLC include...? *Check one only.*

- Only teachers who teach the same grade as you
- Some teachers who do not teach the same grade as you

9. Does this PLC include...? *Check one only.*

- Only teachers who teach the same subject(s) as you
- Some teachers who teach different subject(s) than you teach

10. How often does this PLC meet? *Check one only.*

- Less than once a semester
- Once or twice per semester
- Once a month
- Two or three times a month
- Every week
- Other (please specify):  
\_\_\_\_\_

**Use of specific instructional strategies**

11. Which statement best describes the way your classes at this school are organized? *Check one only.*

- You instruct the same group of students for all or most of the day in multiple subjects (sometimes called a Self-Contained Class).
- You instruct several classes of different students for most or all of the day in one or more subjects (sometimes called Departmentalized Instruction).
- You teach only one subject to different classes of students (sometimes called an Elementary Subject Specialist).
- You are one of two or more teachers, in the same class, at the same time, and are jointly responsible for teaching the same group of students for all or most of the day (sometimes called Team Teaching).
- You instruct a small number of selected students released from or in their regular classes in specific skills or to address specific needs (sometimes called a "Pull-Out" Class or "Push-In" Instruction).

12. In the typical week, how many instructional blocks do you teach?

*By **instructional blocks**, we mean each time you instruct a group of students on a particular subject, whether that is one group of students to whom you teach multiple subjects or multiple groups of students to whom you teach one subject. Your district may call these class periods or something else.*

*We expect that most teachers teach 4 to 8 instructional blocks per day. For example, if you teach 6 instructional blocks on Monday, Wednesday, and Friday, and 5 instructional blocks on Tuesday and Thursday, you would teach 28 instructional blocks per week.*

\_\_\_\_\_ instructional blocks

13. Of these instructional blocks, how many include English learners?

\_\_\_\_\_ instructional blocks

14. In your most recent full week of teaching, which of the following instructional strategies did you use with ELS?

	Used this strategy?	<i>If checked:</i> In how many instructional blocks did you use this strategy to instruct <u>ELS</u> ?	<i>If checked:</i> How well do you think you are able to implement this strategy <u>with ELS</u> ?	
Introduce, define, and prompt use of key academic and disciplinary language and terms	<input type="checkbox"/>	<input checked="" type="checkbox"/> _____ instructional blocks	<input type="checkbox"/> Not well at all	<input type="checkbox"/> Very well
			<input type="checkbox"/> Somewhat well	<input type="checkbox"/> Extremely well
			<input type="checkbox"/> Moderately well	
Teach students words that signal relations between sentences (e.g., words that describe order of events)	<input type="checkbox"/>	<input checked="" type="checkbox"/> _____ instructional blocks	<input type="checkbox"/> Not well at all	<input type="checkbox"/> Very well
			<input type="checkbox"/> Somewhat well	<input type="checkbox"/> Extremely well
			<input type="checkbox"/> Moderately well	
Model how to use titles, headers, figures, and other text cues to interpret text	<input type="checkbox"/>	<input checked="" type="checkbox"/> _____ instructional blocks	<input type="checkbox"/> Not well at all	<input type="checkbox"/> Very well
			<input type="checkbox"/> Somewhat well	<input type="checkbox"/> Extremely well
			<input type="checkbox"/> Moderately well	
Use sentence starters or templates to help students organize their thoughts for writing	<input type="checkbox"/>	<input checked="" type="checkbox"/> _____ instructional blocks	<input type="checkbox"/> Not well at all	<input type="checkbox"/> Very well
			<input type="checkbox"/> Somewhat well	<input type="checkbox"/> Extremely well
			<input type="checkbox"/> Moderately well	
Ask students to define words, use words in a sentence, or state synonyms	<input type="checkbox"/>	<input checked="" type="checkbox"/> _____ instructional blocks	<input type="checkbox"/> Not well at all	<input type="checkbox"/> Very well
			<input type="checkbox"/> Somewhat well	<input type="checkbox"/> Extremely well
			<input type="checkbox"/> Moderately well	
Use think-alouds or roleplays to model skills and processes (e.g., how to use text clues to interpret text)	<input type="checkbox"/>	<input checked="" type="checkbox"/> _____ instructional blocks	<input type="checkbox"/> Not well at all	<input type="checkbox"/> Very well
			<input type="checkbox"/> Somewhat well	<input type="checkbox"/> Extremely well
			<input type="checkbox"/> Moderately well	
Model how to generate questions and evaluate predictions about the text	<input type="checkbox"/>	<input checked="" type="checkbox"/> _____ instructional blocks	<input type="checkbox"/> Not well at all	<input type="checkbox"/> Very well
			<input type="checkbox"/> Somewhat well	<input type="checkbox"/> Extremely well
			<input type="checkbox"/> Moderately well	
Develop content-driven class discussions between you and your students or among students to build deeper knowledge	<input type="checkbox"/>	<input checked="" type="checkbox"/> _____ instructional blocks	<input type="checkbox"/> Not well at all	<input type="checkbox"/> Very well
			<input type="checkbox"/> Somewhat well	<input type="checkbox"/> Extremely well
			<input type="checkbox"/> Moderately well	
Ask students questions requiring inferences based on text	<input type="checkbox"/>	<input checked="" type="checkbox"/> _____ instructional blocks	<input type="checkbox"/> Not well at all	<input type="checkbox"/> Very well
			<input type="checkbox"/> Somewhat well	<input type="checkbox"/> Extremely well
			<input type="checkbox"/> Moderately well	

15. In your most recent full week of teaching, which of the following instructional strategies did you use with other struggling students?

	Used this strategy?	<i>If checked:</i> In how many instructional blocks did you use this strategy to instruct <u>other struggling students</u> ?	<i>If checked:</i> How well do you think you are able to implement this strategy <u>with other struggling students</u> ?	
Introduce, define, and prompt use of key academic and disciplinary language and terms	<input type="checkbox"/>	<input checked="" type="checkbox"/> _____ instructional blocks	<input type="checkbox"/> Not well at all	<input type="checkbox"/> Very well
			<input type="checkbox"/> Somewhat well	<input type="checkbox"/> Extremely well
			<input type="checkbox"/> Moderately well	
Teach students words that signal relations between sentences (e.g., words that describe order of events)	<input type="checkbox"/>	<input checked="" type="checkbox"/> _____ instructional blocks	<input type="checkbox"/> Not well at all	<input type="checkbox"/> Very well
			<input type="checkbox"/> Somewhat well	<input type="checkbox"/> Extremely well
			<input type="checkbox"/> Moderately well	
Model how to use titles, headers, figures, and other text cues to interpret text	<input type="checkbox"/>	<input checked="" type="checkbox"/> _____ instructional blocks	<input type="checkbox"/> Not well at all	<input type="checkbox"/> Very well
			<input type="checkbox"/> Somewhat well	<input type="checkbox"/> Extremely well
			<input type="checkbox"/> Moderately well	
Use sentence starters or templates to help students organize their thoughts for writing	<input type="checkbox"/>	<input checked="" type="checkbox"/> _____ instructional blocks	<input type="checkbox"/> Not well at all	<input type="checkbox"/> Very well
			<input type="checkbox"/> Somewhat well	<input type="checkbox"/> Extremely well
			<input type="checkbox"/> Moderately well	
Ask students to define words, use words in a sentence, or state synonyms	<input type="checkbox"/>	<input checked="" type="checkbox"/> _____ instructional blocks	<input type="checkbox"/> Not well at all	<input type="checkbox"/> Very well
			<input type="checkbox"/> Somewhat well	<input type="checkbox"/> Extremely well
			<input type="checkbox"/> Moderately well	
Use think-alouds or roleplays to model skills and processes (e.g., how to use text clues to interpret text)	<input type="checkbox"/>	<input checked="" type="checkbox"/> _____ instructional blocks	<input type="checkbox"/> Not well at all	<input type="checkbox"/> Very well
			<input type="checkbox"/> Somewhat well	<input type="checkbox"/> Extremely well
			<input type="checkbox"/> Moderately well	
Model how to generate questions and evaluate predictions about the text	<input type="checkbox"/>	<input checked="" type="checkbox"/> _____ instructional blocks	<input type="checkbox"/> Not well at all	<input type="checkbox"/> Very well
			<input type="checkbox"/> Somewhat well	<input type="checkbox"/> Extremely well
			<input type="checkbox"/> Moderately well	
Develop content-driven class discussions between you and your students or among students to build deeper knowledge	<input type="checkbox"/>	<input checked="" type="checkbox"/> _____ instructional blocks	<input type="checkbox"/> Not well at all	<input type="checkbox"/> Very well
			<input type="checkbox"/> Somewhat well	<input type="checkbox"/> Extremely well
			<input type="checkbox"/> Moderately well	
Ask students questions requiring inferences based on text	<input type="checkbox"/>	<input checked="" type="checkbox"/> _____ instructional blocks	<input type="checkbox"/> Not well at all	<input type="checkbox"/> Very well
			<input type="checkbox"/> Somewhat well	<input type="checkbox"/> Extremely well
			<input type="checkbox"/> Moderately well	



16. In your most recent full week of teaching, which of the following instructional strategies did you use with ELs?

	Used this strategy?	<i>If checked:</i> In how many instructional blocks did you use this strategy when working with <u>ELs</u> ?	<i>If checked:</i> How well do you think you are able to implement this strategy <u>with ELs</u> ?	
Provide accessible, supportive materials (e.g., pictures, charts, sentence starters) that students can use as references or prompts	<input type="checkbox"/>	<input checked="" type="checkbox"/> _____ instructional blocks	<input type="checkbox"/> Not well at all <input type="checkbox"/> Somewhat well <input type="checkbox"/> Moderately well	<input type="checkbox"/> Very well <input type="checkbox"/> Extremely well
Modify assignments and assessments so that all students successfully meet the lesson's goals	<input type="checkbox"/>	<input checked="" type="checkbox"/> _____ instructional blocks	<input type="checkbox"/> Not well at all <input type="checkbox"/> Somewhat well <input type="checkbox"/> Moderately well	<input type="checkbox"/> Very well <input type="checkbox"/> Extremely well
Refer to or elicit students' personal experiences to engage them in a new topic or illustrate a new point	<input type="checkbox"/>	<input checked="" type="checkbox"/> _____ instructional blocks	<input type="checkbox"/> Not well at all <input type="checkbox"/> Somewhat well <input type="checkbox"/> Moderately well	<input type="checkbox"/> Very well <input type="checkbox"/> Extremely well
Incorporate culturally appropriate materials (e.g., books, foods, posters) into lessons	<input type="checkbox"/>	<input checked="" type="checkbox"/> _____ instructional blocks	<input type="checkbox"/> Not well at all <input type="checkbox"/> Somewhat well <input type="checkbox"/> Moderately well	<input type="checkbox"/> Very well <input type="checkbox"/> Extremely well
Talk with students in their home language or dialect	<input type="checkbox"/>	<input checked="" type="checkbox"/> _____ instructional blocks	<input type="checkbox"/> Not well at all <input type="checkbox"/> Somewhat well <input type="checkbox"/> Moderately well	<input type="checkbox"/> Very well <input type="checkbox"/> Extremely well
Ask other staff, students, or volunteers to interpret materials into students' home language or dialect	<input type="checkbox"/>	<input checked="" type="checkbox"/> _____ instructional blocks	<input type="checkbox"/> Not well at all <input type="checkbox"/> Somewhat well <input type="checkbox"/> Moderately well	<input type="checkbox"/> Very well <input type="checkbox"/> Extremely well
Use translated written materials	<input type="checkbox"/>	<input checked="" type="checkbox"/> _____ instructional blocks	<input type="checkbox"/> Not well at all <input type="checkbox"/> Somewhat well <input type="checkbox"/> Moderately well	<input type="checkbox"/> Very well <input type="checkbox"/> Extremely well
Other instructional strategy (please specify): _____	<input type="checkbox"/>	<input checked="" type="checkbox"/> _____ instructional blocks	<input type="checkbox"/> Not well at all <input type="checkbox"/> Somewhat well <input type="checkbox"/> Moderately well	<input type="checkbox"/> Very well <input type="checkbox"/> Extremely well

17. In your most recent full week of teaching, which of the following instructional strategies did you use with other struggling students?

	Used this strategy?	<i>If checked:</i> In how many instructional blocks did you use this strategy when working with <u>other struggling students</u> ?	<i>If checked:</i> How well do you think you are able to implement this strategy <u>with other struggling students</u> ?	
Provide accessible, supportive materials (e.g., pictures, charts, sentence starters) that students can use as references or prompts	<input type="checkbox"/> <input checked="" type="checkbox"/>	_____ instructional blocks	<input type="checkbox"/> Not well at all <input type="checkbox"/> Somewhat well <input type="checkbox"/> Moderately well	<input type="checkbox"/> Very well <input type="checkbox"/> Extremely well
Modify assignments and assessments so that all students successfully meet the lesson's goals	<input type="checkbox"/> <input checked="" type="checkbox"/>	_____ instructional blocks	<input type="checkbox"/> Not well at all <input type="checkbox"/> Somewhat well <input type="checkbox"/> Moderately well	<input type="checkbox"/> Very well <input type="checkbox"/> Extremely well
Refer to or elicit students' personal experiences to engage them in a new topic or illustrate a new point	<input type="checkbox"/> <input checked="" type="checkbox"/>	_____ instructional blocks	<input type="checkbox"/> Not well at all <input type="checkbox"/> Somewhat well <input type="checkbox"/> Moderately well	<input type="checkbox"/> Very well <input type="checkbox"/> Extremely well
Incorporate culturally appropriate materials (e.g., books, foods, posters) into lessons	<input type="checkbox"/> <input checked="" type="checkbox"/>	_____ instructional blocks	<input type="checkbox"/> Not well at all <input type="checkbox"/> Somewhat well <input type="checkbox"/> Moderately well	<input type="checkbox"/> Very well <input type="checkbox"/> Extremely well
Talk with students in their home language or dialect	<input type="checkbox"/> <input checked="" type="checkbox"/>	_____ instructional blocks	<input type="checkbox"/> Not well at all <input type="checkbox"/> Somewhat well <input type="checkbox"/> Moderately well	<input type="checkbox"/> Very well <input type="checkbox"/> Extremely well
Ask other staff, students, or volunteers to interpret materials into students' home language or dialect	<input type="checkbox"/> <input checked="" type="checkbox"/>	_____ instructional blocks	<input type="checkbox"/> Not well at all <input type="checkbox"/> Somewhat well <input type="checkbox"/> Moderately well	<input type="checkbox"/> Very well <input type="checkbox"/> Extremely well
Use translated written materials	<input type="checkbox"/> <input checked="" type="checkbox"/>	_____ instructional blocks	<input type="checkbox"/> Not well at all <input type="checkbox"/> Somewhat well <input type="checkbox"/> Moderately well	<input type="checkbox"/> Very well <input type="checkbox"/> Extremely well
Other instructional strategy (please specify): _____	<input type="checkbox"/> <input checked="" type="checkbox"/>	_____ instructional blocks	<input type="checkbox"/> Not well at all <input type="checkbox"/> Somewhat well <input type="checkbox"/> Moderately well	<input type="checkbox"/> Very well <input type="checkbox"/> Extremely well

**Challenges in providing effective instruction**

18. Which of the following are challenges for you in providing effective instruction to ELs?

	Is this a challenge for you in teaching ELs? <i>Check all that apply.</i>	Which is the <b>biggest</b> challenge for you in teaching ELs? <i>Check one only.</i>
Students speak multiple languages other than English	<input type="checkbox"/>	<input type="checkbox"/>
Language barriers between myself and the student	<input type="checkbox"/>	<input type="checkbox"/>
Need to modify classroom activities or work to accommodate ELs' needs	<input type="checkbox"/>	<input type="checkbox"/>
Lack of a formal policy or procedures for instructing ELs	<input type="checkbox"/>	<input type="checkbox"/>
Lack of training in instructional strategies for improving ELs' reading and writing	<input type="checkbox"/>	<input type="checkbox"/>
Lack of support from administration for meeting ELs' needs	<input type="checkbox"/>	<input type="checkbox"/>
Other staff who do not share similar ideas about how to teach ELs	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify): _____	<input type="checkbox"/>	<input type="checkbox"/>
None of the above	<input type="checkbox"/>	<input type="checkbox"/>

19. Which of the following are challenges for you in providing effective instruction to other struggling students?

	Is this a challenge for you in teaching other struggling students? <i>Check all that apply.</i>	Which is the <b>biggest</b> challenge for you in teaching other struggling students? <i>Check one only.</i>
Language barriers between myself and the student	<input type="checkbox"/>	<input type="checkbox"/>
Need to modify classroom activities or work to accommodate ELs' needs	<input type="checkbox"/>	<input type="checkbox"/>
Lack of a formal policy or procedures for instructing ELs	<input type="checkbox"/>	<input type="checkbox"/>
Lack of training in instructional strategies for improving ELs' reading and writing	<input type="checkbox"/>	<input type="checkbox"/>
Lack of support from administration for meeting ELs' needs	<input type="checkbox"/>	<input type="checkbox"/>
Other staff who do not share similar ideas about how to teach ELs	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify): _____	<input type="checkbox"/>	<input type="checkbox"/>
None of the above	<input type="checkbox"/>	<input type="checkbox"/>

**Perceptions of English learners and school climate**

20. To what extent do you agree with the following statements? *Mark one response in each row.*

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
I am adequately trained to teach students in my classroom who are ELs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inclusion of ELs in my class has worked well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Most of the ELs I teach are capable of learning the material I am supposed to teach them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers in this school are continually learning and seeking new ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school administrator knows what kind of school he/she wants and has communicated it to the staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school administration's behavior toward the staff is supportive and encouraging.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you are participating in WordGen Elementary, please go to Q21.

If you are not participating in WordGen Elementary, your participation is finished. Thank you!

### For Teachers Using *WordGen Elementary* in Their Classrooms

21. In your most recent full week of teaching, which of the following strategies did you use to support English learners' acquisition of language and literacy?

	Used this strategy?	<i>If checked:</i> In how many instructional blocks did you use this strategy to support <u>ELs'</u> acquisition of language and literacy?	<i>If checked:</i> How well do you think you are able to implement this strategy <u>with ELs</u> ?	
Promote classroom discussion by using "talk moves (e.g., asking open-ended questions; asking students to 'say more')	<input type="checkbox"/>	_____ instructional blocks	<input type="checkbox"/> Not well at all	<input type="checkbox"/> Very well
			<input type="checkbox"/> Somewhat well	<input type="checkbox"/> Extremely well
			<input type="checkbox"/> Moderately well	
Facilitate classroom discussion by asking students to explain each other's responses, respond directly to each other's claims	<input type="checkbox"/>	_____ instructional blocks	<input type="checkbox"/> Not well at all	<input type="checkbox"/> Very well
			<input type="checkbox"/> Somewhat well	<input type="checkbox"/> Extremely well
			<input type="checkbox"/> Moderately well	
Prompt students to consider different perspectives (e.g., ask students to explain different understandings of an event)	<input type="checkbox"/>	_____ instructional blocks	<input type="checkbox"/> Not well at all	<input type="checkbox"/> Very well
			<input type="checkbox"/> Somewhat well	<input type="checkbox"/> Extremely well
			<input type="checkbox"/> Moderately well	
Provide students time to think before answering (e.g., having them turn and talk to a partner or jot their ideas down first)	<input type="checkbox"/>	_____ instructional blocks	<input type="checkbox"/> Not well at all	<input type="checkbox"/> Very well
			<input type="checkbox"/> Somewhat well	<input type="checkbox"/> Extremely well
			<input type="checkbox"/> Moderately well	
Model academic language, including the target vocabulary	<input type="checkbox"/>	_____ instructional blocks	<input type="checkbox"/> Not well at all	<input type="checkbox"/> Very well
			<input type="checkbox"/> Somewhat well	<input type="checkbox"/> Extremely well
			<input type="checkbox"/> Moderately well	
Model how to think through and make sense of a passage or solve a problem	<input type="checkbox"/>	_____ instructional blocks	<input type="checkbox"/> Not well at all	<input type="checkbox"/> Very well
			<input type="checkbox"/> Somewhat well	<input type="checkbox"/> Extremely well
			<input type="checkbox"/> Moderately well	
Providing textual supports in the classroom environment to support students' language development	<input type="checkbox"/>	_____ instructional blocks	<input type="checkbox"/> Not well at all	<input type="checkbox"/> Very well
			<input type="checkbox"/> Somewhat well	<input type="checkbox"/> Extremely well
			<input type="checkbox"/> Moderately well	
Focus on the intended meaning in student talk or writing, not primarily on conventional correctness	<input type="checkbox"/>	_____ instructional blocks	<input type="checkbox"/> Not well at all	<input type="checkbox"/> Very well
			<input type="checkbox"/> Somewhat well	<input type="checkbox"/> Extremely well
			<input type="checkbox"/> Moderately well	

22. In your most recent full week of teaching, which of the following strategies did you use to support other struggling students' acquisition of language and literacy?

	Used this	<i>If checked:</i> In how many instructional	<i>If checked:</i> How well do you think you are	
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	strategy?	blocks did you use this strategy to support <u>other struggling students'</u> acquisition of language and literacy?	able to implement this strategy <u>with other struggling students?</u>	
Promote classroom discussion by using "talk moves (e.g., asking open-ended questions; asking students to 'say more')	<input type="checkbox"/>	_____ instructional blocks	<input type="checkbox"/> Not well at all <input type="checkbox"/> Somewhat well <input type="checkbox"/> Moderately well	<input type="checkbox"/> Very well <input type="checkbox"/> Extremely well
Facilitate classroom discussion by asking students to explain each other's responses, respond directly to each other's claims	<input type="checkbox"/>	_____ instructional blocks	<input type="checkbox"/> Not well at all <input type="checkbox"/> Somewhat well <input type="checkbox"/> Moderately well	<input type="checkbox"/> Very well <input type="checkbox"/> Extremely well
Prompt students to consider different perspectives (e.g., ask students to explain different understandings of an event)	<input type="checkbox"/>	_____ instructional blocks	<input type="checkbox"/> Not well at all <input type="checkbox"/> Somewhat well <input type="checkbox"/> Moderately well	<input type="checkbox"/> Very well <input type="checkbox"/> Extremely well
Provide students time to think before answering (e.g., having them turn and talk to a partner or jot their ideas down first)	<input type="checkbox"/>	_____ instructional blocks	<input type="checkbox"/> Not well at all <input type="checkbox"/> Somewhat well <input type="checkbox"/> Moderately well	<input type="checkbox"/> Very well <input type="checkbox"/> Extremely well
Model academic language, including the target vocabulary	<input type="checkbox"/>	_____ instructional blocks	<input type="checkbox"/> Not well at all <input type="checkbox"/> Somewhat well <input type="checkbox"/> Moderately well	<input type="checkbox"/> Very well <input type="checkbox"/> Extremely well
Model how to think through and make sense of a passage or solve a problem	<input type="checkbox"/>	_____ instructional blocks	<input type="checkbox"/> Not well at all <input type="checkbox"/> Somewhat well <input type="checkbox"/> Moderately well	<input type="checkbox"/> Very well <input type="checkbox"/> Extremely well
Providing textual supports in the classroom environment to support students' language development	<input type="checkbox"/>	_____ instructional blocks	<input type="checkbox"/> Not well at all <input type="checkbox"/> Somewhat well <input type="checkbox"/> Moderately well	<input type="checkbox"/> Very well <input type="checkbox"/> Extremely well
Focus on the intended meaning in student talk or writing, not primarily on conventional correctness	<input type="checkbox"/>	_____ instructional blocks	<input type="checkbox"/> Not well at all <input type="checkbox"/> Somewhat well <input type="checkbox"/> Moderately well	<input type="checkbox"/> Very well <input type="checkbox"/> Extremely well

23. What is the single AL instructional practice that has been most useful for you to adopt in your teaching of:

	<u>ELs</u> <i>Check one only.</i>	<u>Other struggling students</u> <i>Check one only.</i>
Promoting classroom discussion by using “talk moves (e.g., asking open-ended questions; asking students to ‘say more’ or explain their reasoning)	<input type="checkbox"/>	<input type="checkbox"/>
Facilitating classroom discussion by asking students to explain each other’s responses and to respond directly to each other’s claims and arguments	<input type="checkbox"/>	<input type="checkbox"/>
Prompting students to consider different perspectives (e.g., asking students to explain why individuals might have different understandings of an event)	<input type="checkbox"/>	<input type="checkbox"/>
Providing students time to think before answering (e.g., having them turn and talk to a partner or jot their ideas down first)	<input type="checkbox"/>	<input type="checkbox"/>
Modeling academic language, including the target vocabulary	<input type="checkbox"/>	<input type="checkbox"/>
Modeling how to think through and make sense of a passage or solve a problem	<input type="checkbox"/>	<input type="checkbox"/>
Defining unfamiliar words ( <u>excluding the target vocabulary</u> )	<input type="checkbox"/>	<input type="checkbox"/>
Providing scaffolds (e.g., sentence starters) for students’ use of academic language forms	<input type="checkbox"/>	<input type="checkbox"/>
Providing textual supports in the classroom environment to support students’ language development	<input type="checkbox"/>	<input type="checkbox"/>
Focusing on the intended meaning in student talk or writing, not primarily on conventional correctness, by acknowledging correct content while modeling more correct forms of expression	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify): _____	<input type="checkbox"/>	<input type="checkbox"/>

24. What is the single AL instructional practice that has been easiest for you to adopt in your teaching?

*Check one only.*

Promoting classroom discussion by using “talk moves (e.g., asking open-ended questions; asking students to ‘say more’ or explain their reasoning)	<input type="checkbox"/>
Facilitating classroom discussion by asking students to explain each other’s responses and to respond directly to each other’s claims and arguments	<input type="checkbox"/>
Prompting students to consider different perspectives (e.g., asking students to explain why individuals might have different understandings of an event)	<input type="checkbox"/>
Providing students time to think before answering (e.g., having them turn and talk to a partner or jot their ideas down first)	<input type="checkbox"/>
Modeling academic language, including the target vocabulary	<input type="checkbox"/>
Modeling how to think through and make sense of a passage or solve a problem	<input type="checkbox"/>
Defining unfamiliar words ( <u>excluding the target vocabulary</u> )	<input type="checkbox"/>
Providing scaffolds (e.g., sentence starters) for students’ use of academic language forms	<input type="checkbox"/>
Providing textual supports in the classroom environment to support students’ language development	<input type="checkbox"/>
Focusing on the intended meaning in student talk or writing, not primarily on conventional correctness, by acknowledging correct content while modeling more correct forms of expression	<input type="checkbox"/>
Other (please specify): _____	<input type="checkbox"/>

25. What is the single AL instructional practice that has been hardest for you to adopt in your teaching?

*Check one only.*

Promoting classroom discussion by using “talk moves (e.g., asking open-ended questions; asking students to ‘say more’ or explain their reasoning)	<input type="checkbox"/>
Facilitating classroom discussion by asking students to explain each other’s responses and to respond directly to each other’s claims and arguments	<input type="checkbox"/>
Prompting students to consider different perspectives (e.g., asking students to explain why individuals might have different understandings of an event)	<input type="checkbox"/>
Providing students time to think before answering (e.g., having them turn and talk to a partner or jot their ideas down first)	<input type="checkbox"/>
Modeling academic language, including the target vocabulary	<input type="checkbox"/>
Modeling how to think through and make sense of a passage or solve a problem	<input type="checkbox"/>
Defining unfamiliar words ( <u>excluding the target vocabulary</u> )	<input type="checkbox"/>
Providing scaffolds (e.g., sentence starters) for students’ use of academic language forms	<input type="checkbox"/>
Providing textual supports in the classroom environment to support students’ language development	<input type="checkbox"/>
Focusing on the intended meaning in student talk or writing, not primarily on conventional correctness, by acknowledging correct content while modeling more correct forms of expression	<input type="checkbox"/>
Other (please specify): _____	<input type="checkbox"/>

**THANK YOU FOR COMPLETING THIS SURVEY!**