Impact Evaluation of Academic Language Intervention

Teacher Survey – Fall 2017

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

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 35 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is voluntary. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number XXXX-XXXX. Note: Please do not return the requested information to this address.

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 $XX 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 4th and 5th 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 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 <u>not</u> include disciplinary meetings, IEP reviews, or other events focused on non-instructional issues.

Background, experience, and education

1. How many years have you worked as an elementary- or secondary-level teacher? *Include the current school year.*
   _____ years

2. How many years have you worked in your current school? *Include the current school year.*
   _____ years

3. How many years have you taught fourth or fifth grade? *Include the current school year.*
   _____ years

4. What is the highest degree you have attained? *Check one only.*
   - ☐ Vocational certificate
   - ☐ Associate's degree
   - ☐ Bachelor's degree
   - ☐ Master's degree
   - ☐ Educational specialist or professional diploma (at least one year beyond a master's level)
   - ☐ Certificate of Advanced Graduate Studies
   - ☐ Doctorate or first professional degree (Ph.D., Ed.D., M.D., J.D., D.D.S.)

5. For the highest degree you have attained, what was your major field of study? *Check one only.*
   - ☐ Elementary education
   - ☐ Secondary education
   - ☐ Special education
   - ☐ ESL or bilingual education
   - ☐ Other education (e.g., administration, counseling, school psychology)
   - ☐ English or language arts (e.g., communications, linguistics, literature, reading, speech)
   - ☐ Foreign languages (e.g., Spanish, German, Latin)
   - ☐ Mathematics
   - ☐ Computer science
   - ☐ Natural sciences (e.g., biology, earth science, engineering, physics)
   - ☐ Social sciences (e.g., social studies, area or ethnic studies, economics, geography)
   - ☐ Career or technical education
   - ☐ Arts or music (e.g., art history, dance, theater)
   - ☐ Health education (including physical education)
   - ☐ Other (please specify): _____

6. Have you completed any college or university courses, or other training offered or mandated by your state or district, on English learners or bilingual children?
   - ☐ Yes
   - ☐ No

7. Do you have a license or certificate to teach English learners (e.g., an ELL license, TESOL certification)?
   - ☐ Yes
   - ☐ No

8. Do you speak another language in addition to English?
   - ☐ Yes → *Go to Q9*
   - ☐ No → *Go to Q11*

9. What is the <u>primary</u> language that you speak (other than English)? *Check one only.*
   - ☐ Arabic
   - ☐ Chinese
   - ☐ French
   - ☐ French Creole
   - ☐ German
   - ☐ Hindi
   - ☐ Italian
   - ☐ Korean
   - ☐ Polish
   - ☐ Portuguese
   - ☐ Russian
   - ☐ Spanish
   - ☐ Tagalog
   - ☐ Vietnamese
   - ☐ Other (please specify): _____

10. For the primary language that you speak (other than English), please indicate how well you can:

	Not at all	A little bit	Well	Very well
Understand the language	☐	☐	☐	☐
Speak the language	☐	☐	☐	☐
Read the language	☐	☐	☐	☐
Write the language	☐	☐	☐	☐

Participation in professional development

11. In the past 12 months, did you participate in any professional development (PD) on the following topics? *If you participated in training on WordGeneration Elementary, please do not count that training when answering below.*

Topic	Did you participate in PD on this topic in the past 12 months? *Do not count any training on WordGen Elementary when answering.*	If YES: In the past 12 months, how many hours of PD related to this topic did you have? *Do not count any training on WordGen Elementary when answering.*
Teaching English learners (ELs)	☐ Yes → ☐ No	☐ 1 to 3 hours ☐ 4 to 7 hours ☐ 8 to 12 hours ☐ 13 or more hours
Teaching other struggling students	☐ Yes → ☐ No	☐ 1 to 3 hours ☐ 4 to 7 hours ☐ 8 to 12 hours ☐ 13 or more hours
Strategies for helping students comprehend and use different types of language (e.g., expository, persuasive, or inferential language)	☐ Yes → ☐ No	☐ 1 to 3 hours ☐ 4 to 7 hours ☐ 8 to 12 hours ☐ 13 or more hours
Strategies for helping students determine the meaning of words (e.g., cognates, context clues, word parts, concrete representations, examples)	☐ Yes → ☐ No	☐ 1 to 3 hours ☐ 4 to 7 hours ☐ 8 to 12 hours ☐ 13 or more hours
Other (please specify): _____	☐ Yes → ☐ No	☐ 1 to 3 hours ☐ 4 to 7 hours ☐ 8 to 12 hours ☐ 13 or more hours

12. Do you participate in a professional learning community (PLC) at your school?
    - ☐ Yes → *Go to Q13*
    - ☐ No → *Go to Q16*

13. 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

14. 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

15. 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

16. 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).

17. What subject(s) do you teach at this school? *Check all that apply.*
    - ☐ English, reading, or language arts
    - ☐ Mathematics
    - ☐ Science
    - ☐ Social studies or history
    - ☐ Computer science or technology
    - ☐ Foreign language
    - ☐ ESL or bilingual education
    - ☐ Art or music
    - ☐ Health or physical education
    - ☐ Other (please specify): _____

18. 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

19. Of these instructional blocks, how many include English learners (ELs)?

    _____ instructional blocks

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

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

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

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

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

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

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

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

Challenges in providing effective instruction

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

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

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

Perceptions of English learners and school climate

26. 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.	☐	☐	☐	☐
Inclusion of ELs in my class has worked well.	☐	☐	☐	☐
Most of the ELs I teach are capable of learning the material I am supposed to teach them.	☐	☐	☐	☐
Teachers in this school are continually learning and seeking new ideas.	☐	☐	☐	☐
The school administrator knows what kind of school he/she wants and has communicated it to the staff.	☐	☐	☐	☐
The school administration's behavior toward the staff is supportive and encouraging.	☐	☐	☐	☐

If you are participating in WordGen Elementary, please go to Q27.

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

For Teachers Using *WordGen Elementary* in Their Classrooms

Training

27. Which of the following topics were covered during the initial training on WordGen Elementary that you attended?

	Topic was covered?	*If checked:* Was the necessary amount of time devoted to this topic?	*If checked:* How well did the trainer(s) cover this topic?
Modeling the use of academic language, including the target vocabulary words	☐ →	☐ More time than necessary ☐ Just the right amount of time ☐ Less time than necessary	☐ Not well at all ☐ Somewhat well ☐ Moderately well ☐ Very well ☐ Extremely well
Helping students learn to use evidence in their claims and arguments	☐ →	☐ More time than necessary ☐ Just the right amount of time ☐ Less time than necessary	☐ Not well at all ☐ Somewhat well ☐ Moderately well ☐ Very well ☐ Extremely well
List other topics from training plan	☐ →	☐ More time than necessary ☐ Just the right amount of time ☐ Less time than necessary	☐ Not well at all ☐ Somewhat well ☐ Moderately well ☐ Very well ☐ Extremely well

28.

29. Of the topics covered during the initial training, which did you find most useful for improving your classroom teaching of:

	ELs *Check one only.*	Other struggling students *Check one only.*
Modeling the use of academic language, including the target vocabulary words	☐	☐
Helping students learn to use evidence in their claims and arguments	☐	☐
List other topics from training plan	☐	☐

30. Of the topics covered during the initial training, which did you find least useful for improving your classroom teaching? *Check one only.*
    - ☐ Modeling the use of academic language, including the target vocabulary words
    - ☐ Helping students learn to use evidence in their claims and arguments
    - ☐ *List other topics from training plan*

31. Of the topics covered during the initial training, which did you find most difficult or confusing to grasp for improving your classroom teaching? *Check one only.*
    - ☐ Modeling the use of academic language, including the target vocabulary words
    - ☐ Helping students learn to use evidence in their claims and arguments
    - ☐ *List other topics from training plan*

32. Which of the following materials did you receive during the initial training on WordGen Elementary? *Check all that apply.*
    - ☐ Vocab cards
    - ☐ Rubrics for evaluating students' work
    - ☐ *List other materials from training plan*

Instructional practices and resources

33. 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?	*If checked:* In how many instructional blocks did you use this strategy to support ELs' acquisition of language and literacy?	*If checked:* How well do you think you are able to implement this strategy with ELs?	
Promote classroom discussion by using "talk moves (e.g., asking open-ended questions; asking students to 'say more')	☐	_____instructional blocks	☐ Not well at all ☐ Somewhat well ☐ Moderately well	☐ Very well ☐ Extremely well
Facilitate classroom discussion by asking students to explain each other's responses, respond directly to each other's claims	☐	_____instructional blocks	☐ Not well at all ☐ Somewhat well ☐ Moderately well	☐ Very well ☐ Extremely well
Prompt students to consider different perspectives (e.g., ask students to explain different understandings of an event)	☐	_____instructional blocks	☐ Not well at all ☐ Somewhat well ☐ Moderately well	☐ Very well ☐ 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)	☐	_____instructional blocks	☐ Not well at all ☐ Somewhat well ☐ Moderately well	☐ Very well ☐ Extremely well
Model academic language, including the target vocabulary	☐	_____instructional blocks	☐ Not well at all ☐ Somewhat well ☐ Moderately well	☐ Very well ☐ Extremely well
Model how to think through and make sense of a passage or solve a problem	☐	_____instructional blocks	☐ Not well at all ☐ Somewhat well ☐ Moderately well	☐ Very well ☐ Extremely well
Providing textual supports in the classroom environment to support students' language development	☐	_____instructional blocks	☐ Not well at all ☐ Somewhat well ☐ Moderately well	☐ Very well ☐ Extremely well
Focus on the intended meaning in student talk or writing, not primarily on conventional correctness	☐	_____instructional blocks	☐ Not well at all ☐ Somewhat well ☐ Moderately well	☐ Very well ☐ Extremely well

34. 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	*If checked:* In how many instructional	*If checked:* How well do you think you are

	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')	☐ →	_____instructional blocks	☐ Not well at all ☐ Somewhat well ☐ Moderately well	☐ Very well ☐ Extremely well
Facilitate classroom discussion by asking students to explain each other's responses, respond directly to each other's claims	☐ →	_____instructional blocks	☐ Not well at all ☐ Somewhat well ☐ Moderately well	☐ Very well ☐ Extremely well
Prompt students to consider different perspectives (e.g., ask students to explain different understandings of an event)	☐ →	_____instructional blocks	☐ Not well at all ☐ Somewhat well ☐ Moderately well	☐ Very well ☐ 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)	☐ →	_____instructional blocks	☐ Not well at all ☐ Somewhat well ☐ Moderately well	☐ Very well ☐ Extremely well
Model academic language, including the target vocabulary	☐ →	_____instructional blocks	☐ Not well at all ☐ Somewhat well ☐ Moderately well	☐ Very well ☐ Extremely well
Model how to think through and make sense of a passage or solve a problem	☐ →	_____instructional blocks	☐ Not well at all ☐ Somewhat well ☐ Moderately well	☐ Very well ☐ Extremely well
Providing textual supports in the classroom environment to support students' language development	☐ →	_____instructional blocks	☐ Not well at all ☐ Somewhat well ☐ Moderately well	☐ Very well ☐ Extremely well
Focus on the intended meaning in student talk or writing, not primarily on conventional correctness	☐ →	_____instructional blocks	☐ Not well at all ☐ Somewhat well ☐ Moderately well	☐ Very well ☐ Extremely well

Perceptions of WordGen

35. To what extent do you think you have adequate levels of the following resources to fully implement WordGen Elementary? *Mark one response in each row.*

	Adequate	Less than adequate	Not applicable
Administrator support for WordGen	☐	☐	☐
Support from the WordGen trainers and team	☐	☐	☐
Knowledge and instructional skills for supporting literacy and language arts learning	☐	☐	☐
Knowledge and instructional skills to address the learning needs of ELs and other struggling students	☐	☐	☐
Knowledge and instructional skills for supporting students' acquisition of academic language	☐	☐	☐

36. How satisfactory has communication regarding WordGen Elementary been with the following groups? *Mark one response in each row.*

	Very satisfactory	Somewhat satisfactory	Somewhat unsatisfactory	Very unsatisfactory	Not applicable
WordGen's national staff, including the developers and trainers	☐	☐	☐	☐	☐
The WordGen district coach from your district	☐	☐	☐	☐	☐
The WordGen lead teacher at your school	☐	☐	☐	☐	☐
Your school principal(s) or administrator(s)	☐	☐	☐	☐	☐
Other teachers in your school who are participating in WordGen	☐	☐	☐	☐	☐

THANK YOU FOR COMPLETING THIS SURVEY!