An Evaluation of the 2013 Massachusetts Teacher SEI Endorsement Courses

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# Executive Summary

## Description of the Evaluation

In order to improve instruction for English language learners (ELLs) in Massachusetts, the Massachusetts Department ofElementary and Secondary Education (ESE) has introduced the Rethinking Equity and Teaching of English Language Learners (RETELL) initiative. Under this initiative, all core academic teachers in the state and all administrators who supervise them will be required to complete comprehensive professional development in sheltered English instruction (SEI) methods by July 1, 2016. ESE began delivering the Teacher SEI Endorsement course in February 2013 to teachers in 17 districts with high incidence of ELLs and low academic performance. The courses were delivered in 16 face-to-face and online sessions over an academic semester. The main purpose of the professional development is to prepare teachers to shelter their instruction by increasing their knowledge of ELL demographics and cultural backgrounds, second-language acquisition theory, literacy, English language development standards and assessments, and effective practices in ELL instruction.

American Institutes for Research (AIR), in collaboration with Concord Evaluation Group (CEG), evaluated the professional development implementation at selected sites within each of the 17 rollout districts. The purpose of the evaluation was to provide feedback on the quality of the professional development delivery and outcomes for the teachers who participate in it, so that ESE can make any needed improvements to the program before the next semester rollout. This document constitutes a report of the findings of the evaluation, based on data collected from observations of the professional development, focus groups with teacher participants in the professional development, midcourse and final surveys of teacher participants, and a small series of observations of teacher participants in their own classrooms. This report provides recommendations based on the findings of the evaluation.

## Research Questions

The Teacher SEI Endorsement course evaluation addressed 10 research questions, grouped into two categories: course delivery and course outcomes. Course delivery questions pertain to evaluation of how the course is being implemented. Course outcome questions pertain to what teachers learn and subsequently implement in their own educational contexts.

### Course Delivery

1. What is the overall quality of delivery of the online and face-to-face courses in terms of *content, process,* and *context,* as well as *pace, allocation of time,* and *clarity of instruction*? How can the overall quality of delivery of the online and face-to-face courses be improved?
2. What is the level of coherence of the course in terms of what teachers experience in their educational contexts?
3. What methods in the course instruction, content, and/or follow-up could be modified to encourage more transfer of skills from the course to the classroom?
4. Is a summer course viable; that is, are there enough opportunities for teachers to practice what is being taught without a full complement of students?
5. Are course assessments appropriate for what is taught? In what ways?

### Course Outcomes

1. What course topics/activities/skills do teachers take from the course and implement in their classrooms?
2. What did teachers integrate into their classrooms from what they learned in the course, and what were the characteristics of those teachers? Which districts, instructors, or other variables might be associated with the variation across which teachers implemented which (or any) topics/activities/skills in their classrooms?
3. What was the impetus for teachers to integrate into their classrooms what they learned in the course?
4. According to teachers, what are the early impacts of teacher training on student behaviors and academic success, if any?
5. How could the Teacher SEI Endorsement course better contribute to key understandings of teachers of ELL students in regular classroom settings in terms of both course content and course delivery?

## Findings and Recommendations

The Teacher SEI Endorsement course has done a great deal to increase teachers’ knowledge about instruction for ELLs. Teachers appeared to also understand the importance of providing effective instruction to the ELLs in their classes. Although increasing teachers’ knowledge and understanding is an important first step, it is not sufficient to ensuring that ELLs receive the instructional support they need. Teachers must learn how to successfully implement sheltered instruction to ELLs in classes that are primarily non-ELL—something that the findings indicate has not yet occurred—because teachers report that they have had insufficient time for practice, reflection, and feedback during the PD sessions; insufficient opportunities to implement SEI strategies with their own students; and insufficient reflection and feedback on classroom implementation.

In addition, teachers expressed a great deal of frustration with the way the course has been implemented. They struggled with the demanding pace of the course and the amount of work required in a short period of time. Many reported that they took the course under threat of losing their licenses, and some felt singled out by their districts. Finally, they were frustrated when they felt that the course was not sufficiently relevant to their educational contexts.

To address these issues, we recommend three primary changes: (1) scheduling the course over a longer time horizon, minimally over a period of no less than four months, and ideally over a full academic year; (2) a different approach to course implementation at the district level; and (3) a reconceptualization of the use of the online platform. Each recommendation is described in greater detail below, followed by other recommendations for course improvement, which are divided into seven primary areas: Quality of Delivery (which includes Quality of Content, Quality of Process, Quality of Context, Pace of Course, Allocation of Time, and Clarity of Instruction), Coherence, Skill Transfer, Viability of a Summer Course, Course Assessments, Strategy Implementation, and Key Understandings.

### Key Recommendations

***1. Offer the course over two semesters, reducing the per-week workload and increasing accountability. At a minimum, offer the course over no less than four months, with a greater focus on strategy implementation, reflection, and feedback.***

Offer a yearlong course with a class component during the first semester and a “theory-to-practice” component during the second semester (this can be accomplished with the same required course hours, if necessary), as follows:

* Use the class time to address the topics that already have been defined for the course, model strategies, and engage in small-group and whole-class discussions about how different strategies can work in a variety of educational contexts; the class can take place during the summer if it is easier to schedule then. Reduce the homework and reading load during the first semester.
* During the second portion of the class, link theory presented in the course to practice. Create professional learning communities where teachers can collaborate with each other, a practice that can have positive effects for both teacher practice and student outcomes (Vescio, Ross, & Adams, 2008). In addition, tap into district English-as-a-second-language (ESL) resources to offer mentoring and coaching. (Be sure to prepare ESL teachers and directors for this task through a separate training or by asking them to participate in the Teacher SEI course.) Fall would likely be the best time for the second portion of the class for most teachers because of statewide testing that is scheduled for the spring.
* During the second portion of the class, assign the more significant classroom-based work, such as strategy implementation and reflection.
* If it is impossible to offer a two-semester course, provide the course over a period of no less than four months, with no more than one session (either online or face-to-face) per week. During Sessions 5–14, teachers should be given two to three weeks to implement a single lesson plan (strategy implementation) and reflect on it.
* Ensure true accountability in either course format by having a peer or administrator observe participants; use the Classroom Observation Protocol in Appendix A.
* Dedicate course time to discussing the contextual challenges that teachers face in their districts with respect to incorporating SEI, with the goal of jointly figuring out possible solutions. Enlist the help of school and district ESL directors to work with individual teachers.

***2. Take steps to engage teacher participants before they begin coursework.***

* Send letters[[1]](#footnote-1) to teachers one or two months in advance of registration that introduce the course and explain why it is needed, as well as logistical details. It is likely that sending letters directly to teachers would be impractical, but letters can be sent to schools to be put in teachers’ boxes. The added advantage of sending letters to schools is that this will encourage groups of teachers from the same school to register, increasing the possibility of peer collaboration and accountability.
* Encourage district RETELL liaisons and other district ESL leaders to make personal contact with union leaders and the teachers who will be taking the course to explain what it is, its importance, and the state legislation that requires it. This personal contact will provide teachers an opportunity to ask questions and express their concerns. Ask the RETELL liaison to attend occasional course sessions to answer any additional questions.
* Ask school ESL and professional development coordinators to talk about the Teacher SEI courses in schools during a regular staff meeting. Allow enough time for teachers to ask questions, and follow up with additional information as appropriate. Discourage administrators from singling out individual teachers for the training. Involving school administrators in the Teacher SEI course registration process in a supportive role may encourage teachers to implement what they learn in the course.

***3. Revise the online platform to provide more support to teachers and to encourage real collaboration.***

* Create individual pages for each of the following: all course readings, in the order they are assigned, as well as a list of optional readings with links; all course PowerPoint slides, listed by session; links to course videos, in case participants want to watch them repeatedly; lesson-planning templates, graphic organizers, and other examples of teaching tools; and links to useful websites and resources, listed by topic (e.g., language acquisition, strategies, ELL demographic data). These pages should continue to be available as resources to participants after they have completed the course.
* Replace discussions with another collaborative exercise, such as a requirement that participants engage in one- to two-hour, live chats with the instructor and other participants; participants should be divided into smaller discussion groups so that each person has the opportunity to contribute. Another example is a collaborative project online with a small group. Ideally, such a project would be best facilitated by the online platform (e.g., posting videos of instruction and eliciting constructive feedback, conducting an analysis of student work using graphic tools [see Little, Gearhart, Curry, & Kafka, 2003]), and the instructor would provide frequent feedback.

### Other Recommendations

*Quality of Content*

* In order to guide participants and help them determine the relevance of each topic, encourage instructors to relate each new topic or activity to the course goals and the anticipated effect the topic or activity should have on participants’ teaching practice. (First, however, be sure that the topics and activities are related to teaching practice.)
* Build sufficient time into sessions for instructors to provide an engaging introduction that relates to participants’ classroom experiences.
* As the syllabus and assignments are finalized, include them in the participant manual to minimize confusion. Consider renumbering the manual in simple numerical order rather than by session, and separating the sections with tabs. Include a table of contents or an index to further facilitate searching and to help ensure that the manual can be used later as a reference document.
* Ensure that all materials provided to participants are legible. A common rule of thumb in the field of usability and document design is to use 12-point font or larger for all written materials (Redish, 1980).
* Provide copies of the PowerPoint slides at the outset of the course or at the beginning of each session to facilitate note-taking.
* Consider providing the manual in a binder, so that participants can add notes, print-outs, and other materials as the course progresses.
* Reduce the reading list, or spread it out over additional months. Make all of the current readings available to teachers, whether required or not, and continue to monitor relevant literature and make changes to the reading list as necessary in the coming years.

*Quality of Process*

* Provide models, exemplars, and video samples of strategies and activities to help participants learn course content and relate it to their own educational contexts. Make sure video clips show a variety of grade levels and subjects. Provide sufficient time for participants to practice what they are learning.
* Make sure that all of the early sessions include stories or discussions of problems that might occur in real-world contexts, as well as potential solutions to these problems, to engage participants from the outset of the course.
* Consider the following to increase meaningful discussions in all courses:
* When assessing potential instructors, ask them to demonstrate their ability to facilitate collaborative discussions (such as by providing an engaging prompt or demonstrating an activity that promotes deep discussion of a topic).
* Build additional whole-class discussion prompts or activities into the course content, with adequate time allotted for participants to generate meaningful discussion.
* During instructor meetings or webinars, ask experienced instructors to share ideas and tips for generating and facilitating classroom discussion.

*Quality of Context*

* Provide a guide for instructors that answers basic questions about examples provided in the slides.
* As recommended previously, ask the RETELL liaison to attend occasional course sessions to answer district-specific questions.
* As ESE continues to hire instructors to deliver the Teacher SEI course, make sure successful applicants’ knowledge about SEI is as strong as that of the current instructors.

*Pace of Course*

* Discontinue back-to-back sessions in future semesters.
* Build in adequate time during face-to-face sessions for deep and meaningful discussions when teachers can reflect on their experiences and learn from each other.

*Allocation of Time*

* Sessions should be focused on classroom practice, with ample time to practice strategies, debrief classroom implementation of strategies from previous sessions, and receive feedback from instructors. To better ensure consistency in lecture time across sites and sessions, reduce the number of slides and provide structured time for practice-centered activities.
* Continue to provide time in small-group work, and practice applying strategies in every session.

*Clarity of Instruction*

* All assignments should be located in one easy-to-find online list, organized by session number.
* Troubleshoot technical difficulties with the online platform, and provide a save function so that people can save work before their session times out. If a save function already exists, add a pop-up reminder timed to occur before the session times out to help participants remember to save their work in time.
* Plan sufficient time during Session 1 for people to get acquainted with the online platform, to practice using it, and to troubleshoot problems that may arise.

*Coherence*

* Consider providing a differentiated course for special education teachers, with information specific to providing SEI to special education students who are also ELLs. If this is not possible, add supplementary materials to the manual or an online repository about how to integrate ELL-specific strategies with special education strategies for students who have been identified as having both special education and ELL instructional needs.
* Include some short activities in the course that explore what participants already know about various topics and what they would like to learn. Be sure to ask open-ended questions to determine misconceptions participants may have. Provide sufficient flexibility for instructors to be responsive to participants’ needs.
* Encourage districts to share all relevant data about ELLs with teachers.
* Explain to instructors the importance of communicating expectations for the online course during the face-to-face sessions, and linking content to preceding online sessions, even if there is only a little time to do so.

*Skills Transfer*

* Module A appears to be largely devoted to establishing the theoretical and empirical bases for the rest of the course. Ensure that it also contains connections to participants’ educational practice by including instructional practices and strategies that link to the theory. Session 2 online discussion prompts are a good example of linking the theory to practice.
* Provide easy access to electronic templates that are modifiable.

*Viability of a Summer Course*

* If a summer course is designed, consider requiring participants to complete some of the assignments with ELL students during the following academic semester.
* Consider offering summer workshops for teachers to plan, practice strategies, and take turns observing each other in a low-stakes environment.

*Course Assessment*

* Conduct ongoing formative assessment on teachers’ classroom practice using classroom observations. Observations can be completed by peers, school ESL specialists, or administrators. Use the Classroom Observation Protocol developed as part of this evaluation, which is aligned to elements in the course syllabus (see Appendix A).
* Provide sufficient time for activities and homework, so that teachers can reflect on what they are learning.
* Consider reconfiguring the assignments to give teachers more flexibility and to ensure that they are relevant to teachers’ educational contexts. For example, ESE might require a core set of assignments (e.g., the lesson plans) and let participants make their own choices from another set of assignments (e.g., individual strategy implementation, student shadowing, collaboration projects).
* Ensure that instructors communicate to participants how and when the rubrics will be used, and make sure the rubrics align with the assignments. Provide the rubrics in the participant manual.
* Provide enough time between assignments, so that instructors can reasonably give their feedback to each teacher before the next assignment is due.

*Strategy Implementation*

* Convey to teachers that the purpose of the course is to prepare them to work with ELL students within a general-education context. Teachers should be provided numerous examples to show how to incorporate strategies within this context.
* Make recordings of model teachers implementing strategies, and make them available to course participants during and after the course. Also make available examples of lesson plans for different configurations of students, including configurations with general-education students.
* Provide class time to plan and practice strategies, so that teachers can get a feel for them and how long they take. Make sure they practice incorporating multiple strategies into a single lesson.
* Consider developing and providing participants with a complete list of the strategies discussed in the course, including each strategy’s purpose, approximate time spent planning and implementing, and troubleshooting advice. This list should be provided to participants as a resource at the beginning of the course to help them determine which strategies are most appropriate for their context. Have an ESL expert review the list before it is distributed.
* Provide realistic expectations about what each strategy should be able to accomplish in terms of student outcomes to prevent teachers from becoming disheartened about strategy implementation.

*Key Understandings*

* Provide additional time during the session about writing language objectives for teachers to reflect on what they are and practice writing them.
* Provide information about the instructional needs of ELLs and particular strategies that target these needs. Explicitly distinguish these needs and strategies from those of the general student population.
* Provide an online repository of resources for teachers to use after the course has ended and they have had time to assimilate the information. Include the course slides as a resource.

## Conclusion

This evaluation provides a number of recommendations to improve the Teacher SEI Endorsement course. Many of these recommendations are minor, but they could be of great benefit to participants, such as providing copies of course slides and templates to participants. The most important recommendations, however, are those that will help move teachers from understanding SEI to being able to implement it daily in their own classrooms. The primary means for accomplishing this change in teachers’ practice is by providing an engaging, safe environment for them to learn about new skills, practice these skills and implement them in their own educational contexts, reflect on their experiences, and receive feedback from peers and the instructor. Some of the current course’s homework assignments do follow this sequence, but due to the course’s pacing and other demands, there is insufficient time to engage deeply in the process. We strongly recommend that ESE take steps to move this course to a level beyond increasing teachers’ knowledge, and create an environment for changing practice throughout the state.

# Introduction

Massachusetts, as many states in the nation, has seen a substantial increase in its English language learner (ELL) population during the past decade and expects to see similar growth in the coming years (Massachusetts Department ofElementary and Secondary Education [ESE], 2012). There is a significant achievement gap, however, between ELLs and their English-proficient peers in the state (Owens, 2010), as well as a dearth of teachers with the training required to improve academic outcomes for ELLs. Although approximately 21,000 Massachusetts educators participated in at least one of the four sheltered English instruction (SEI) category trainings offered previous to the current initiative in the state to prepare teachers to work with ELLs, fewer than 1,000 educators completed three or more trainings (ESE, 2012). Given that there are now more than 70,000 ELLs taught by 26,888 core academic teachers in Massachusetts (ESE, 2012), the number of teachers trained to work with ELLs does not meet the need to teach them.

In order to improve instruction for ELLs in Massachusetts and, ultimately, to improve their achievement, ESE has introduced the Rethinking Equity and Teaching of English Language Learners (RETELL) initiative. Under this initiative, all core academic teachers in the state and all administrators who supervise them will be required to complete comprehensive professional development in SEI methods by July 1, 2016. This professional development incorporates 16 online and face-to-face sessions and may be delivered over the course of an academic semester, year, or summer, depending on district needs. The main purpose of the professional development is to prepare teachers to shelter their instruction by increasing their knowledge of ELL demographics and cultural backgrounds, second-language acquisition theory, literacy, English language development standards and assessments, and effective practices in ELL instruction.

ESE began delivering the first semester of the Teacher SEI Endorsement course in February 2013 to 17 districts with high incidence of ELLs and low academic performance. These districts are Boston, Brockton, Chelsea, Fall River, Fitchburg, Holyoke, Leominster, Lowell, Lynn, Malden, New Bedford, Quincy, Salem, Somerville, Springfield, Waltham, and Worcester.[[2]](#footnote-2) American Institutes for Research (AIR), in collaboration with Concord Evaluation Group (CEG), evaluated the professional development delivery at selected sites within each of these districts. The purpose of the evaluation was to provide feedback on the quality of the professional development and outcomes for the teachers who participated in it, so that ESE can make any needed improvements to the program before the next semester rollout.

This document constitutes a report of the findings based on data collected from observations of the professional development, focus groups with teacher participants in the professional development, midcourse and final surveys of teacher participants, and a small series of observations of teacher participants in their own classrooms.

# Research Questions

The Teacher SEI Endorsement course evaluation addressed 10 research questions, grouped into two categories: course delivery and course outcomes. Course delivery questions pertain to evaluation of how the course is being implemented. Note that Question 5 (appropriateness of assessments) refers to work in class, individual projects, and homework activities, as there are currently no formal pretest or posttest assessments in use in the Teacher SEI Endorsement course. Course outcome questions pertain to what teachers learn and subsequently implement in their own educational contexts. Data to address these questions are primarily self-reports from participant focus-group sessions.

## Course Delivery

1. What is the overall quality of delivery of the online and face-to-face courses in terms of *content, process,* and *context,* as well as *pace, allocation of time,* and *clarity of instruction*? How can the overall quality of delivery of the online and face-to-face courses be improved?
2. What is the level of coherence of the course in terms of what teachers experience in their educational contexts?
3. What methods in the course instruction, content, and/or follow-up could be modified to encourage more transfer of skills from the course to the classroom?
4. Is a summer course viable; that is, are there enough opportunities for teachers to practice what is being taught without a full complement of students?
5. Are course assessments appropriate for what is taught? In what ways?

## Course Outcomes

1. What course topics/activities/skills do teachers take from the course and implement in their classrooms?
2. What did teachers integrate into their classrooms from what they learned in the course, and what were the characteristics of those teachers? Which districts, instructors, or other variables might be associated with the variation across which teachers implemented which (or any) topics/activities/skills in their classrooms?
3. What was the impetus for teachers to integrate into their classrooms what they learned in the course?
4. According to teachers, what are the early impacts of teacher training on student behaviors and academic success, if any?
5. How could the Teacher SEI Endorsement course better contribute to key understandings of teachers of ELL students in regular classroom settings in terms of both course content and course delivery?

# Research Context

Data to address the 10 research questions were collected in 18 course sites in 17 districts: Boston, Brockton, Chelsea, Fall River, Fitchburg, Holyoke, Leominster, Lowell, Lynn, Malden, New Bedford, Quincy, Salem, Somerville, Springfield, Waltham, and Worcester. Data were collected at two sites in Boston, the largest district in the evaluation, and at one site in each of the remaining districts. Courses were offered at multiple sites in most districts; evaluation sites were selected primarily on the basis of site-visit scheduling and also to some degree on instructors’ responsiveness and willingness to participate. All instructors in the state were contacted by
e-mail explaining the evaluation and requesting their course schedules. Evaluators compiled a master schedule from the instructors who responded and chose 18 sites in 17 districts that were offering sessions at times most amenable to the evaluation schedule.

The courses were delivered in 16 sessions, distributed between two modules. Module A consisted of four sessions with a focus on developing participants’ knowledge of ELLs and the language acquisition process; topics included ELL demographics and diversity, laws and regulations applicable to ELL instruction, the importance of educator preparation to work with ELLs, and the pedagogical implications of English language development. Module A emphasized the importance of integrating students’ background knowledge and skills into instruction while building the foundational skills they need to succeed in a U.S. academic setting. Module B comprised the remaining 12 sessions and focused on academic language and literacy development for ELLs, with an emphasis on meeting the rigors of curriculum specified in the Common Core State Standards. This module illustrated how curriculum can be scaffolded for ELLs at different levels of English language proficiency and for different content areas, and it required teacher participants to develop and implement lesson plans for ELLs in their classrooms.

The course topics were based on a series of regulations for teaching ELLs that the Massachusetts Board of Education adopted in response to a 2010 U.S. Department of Justice investigation, which determined that Massachusetts had failed to provide adequate instruction to ELLs as required by the Equal Educational Opportunities Act of 1974. The course was developed by the Office of English Language Acquisition and Academic Achievement (OELAAA) at ESE, based on materials from a university vendor, with input from ELL experts from the Massachusetts Association of Teachers of Speakers of Other Languages (MATSOL) and current and former district English-as-a-second-language (ESL) directors. The ESE OELAAA team also developed a Training of Trainers and a facilitator’s guide, which includes the approximate number of minutes each section should take, key points to emphasize, and other information. Instructors were allowed to include supplementary materials and examples in their courses, as long as they did not deviate from or omit any of the course materials or activities.

A project director at OELAAA noted that the department is concerned about getting sufficient numbers of qualified instructors to deliver the professional development. Instructors, who were ESL specialists, were required to deliver a sample mini-lesson to OELAAA staff as part of their application process. After being selected, they participated in a three-day training session (there are plans to expand the training to four days), which included a full walk-through of every course session and information about the course’s online platform, with a focus on modeling the strategies that course participants were expected to learn. OELAAA also offered webinars to instructors throughout the course.

Instructors delivered 11 of the sessions face-to-face, including the first and last sessions, and five of the sessions online via the Moodle platform. All face-to-face sessions were three hours long, and the online sessions were intended to take two to three hours each. Table 1 provides information about each session’s delivery type, length, and topic by module.

Attendance was required at a minimum of 14 of the sessions in order to receive credit for completing the course. In addition, professional development participants were expected to develop lesson plans, implement strategies and assess the implementations, write journal entries and papers, and complete a capstone project consisting of the development of four fully realized lesson plans and the delivery of one lesson to peers during the final two sessions of the course. The course was delivered over an academic semester at the 18 evaluation sites, but it can be delivered over the course of an academic year if a district desires. During the evaluation period, instructors were authorized to set course schedules, including delivering pairs of sessions on the same day.[[3]](#footnote-3)

Table 1. Teacher SEI Endorsement Course Sessions

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Module | Session | Topic | Type | IntendedLength |
| A | 1 | ELL data and policies | Face-to-face | 3 hr |
| 2 | ELL diversity | Online | 3 hr |
| 3 | Cultural aspects of ELL instruction | Face-to-face | 3 hr |
| 4 | Second language acquisition | Face-to-face | 3 hr |
| B | 5 | Sheltering content | Online | 3 hr |
| 6 | Vocabulary | Face-to-face | 3 hr |
| 7 | Vocabulary | Face-to-face | 3 hr |
| 8 | Vocabulary | Online | 2 hr |
| 9 | Reading | Face-to-face | 3 hr |
| 10 | Reading | Face-to-face | 3 hr |
| 11 | Reading | Online | 2 hr |
| 12 | Writing | Face-to-face | 3 hr |
| 13 | Writing | Face-to-face | 3 hr |
| 14 | Writing | Online | 2 hr |
| 15 | Lesson plan presentations | Face-to-face | 3 hr |
| 16 | Lesson plan presentations | Face-to-face | 3 hr |

# Data Collection Methods

Research activities to address the 10 research questions included course observations, focus groups with teacher participants, midcourse and end-of-course participant surveys, and observations of teacher participants in their own classrooms. Each of these research activities provided information for a subset of the research questions, as presented in Table 2.

Table 2. Research Questions Addressed by Each Data Collection Activity

| **Data Collection Activity** | **Research Questions Addressed** |
| --- | --- |
| Course observations | 1, 3, 4, 5 |
| Course surveys | 1, 2, 3, 4, 10 |
| Participant focus groups | 2, 3, 6, 7, 8, 9, 10 |
| Participant classroom observations | 6, 10 |

Data were collected primarily from 18 evaluation sites, including 36 SEI course observations (two per site), 18 participant focus groups (one per site), midcourse surveys of 231 participants at 16 sites, and six participant classroom observations (participants from two sites). Final survey data were collected from 795 participants at all course sites. These survey data provide a broader perspective of participants’ reactions to the course across all sites. This section of the report provides detailed descriptions of the research activities.

## Activity 1: Course Observations

In order to address research questions 1, 3, 4, and 5, all of which pertain to Teacher SEI Endorsement course delivery, two observations were conducted at each site, for a total of 36 observations. The observations were spread out over the 16 sessions so that each session would be observed at least once, but most were observed several times. Online sessions were “observed” by reviewing all online materials and interactions after participants had completed their discussions and homework assignments for a given session. All course observations were completed using an observation protocol. Observations were recorded on three-point scales (e.g., *poor, acceptable, excellent*) along with observation notes. Data were compiled in a spreadsheet by session number, district, and topic. Topics were linked to corresponding research questions. Compiling the data in this way allowed the researchers to easily see all data for a given topic (and any emerging patterns) while still being able to distinguish the data by session and district.

Table 3 shows the sessions that were observed by site and module. The online and face-to-face observation protocols are in Appendix A.

Eight of the observations were online sessions, and 28 were face-to-face sessions. Sessions that were observed only once included Sessions 2, 5, 6, 15, and 16. Sessions 15 and 16 consisted primarily of participants presenting their capstone projects, a format that provided less useful information for this evaluation than other course sessions.

Table 3. Teacher SEI Endorsement Course Observations

| **Site** | **Session** | **Module** | **Type** |
| --- | --- | --- | --- |
| Boston (1) | 1 | A | Face-to-face |
| 13 | B | Face-to-face |
| Boston (2) | 9 | B | Face-to-face |
| 14 | B | Online |
| Brockton | 9 | B | Face-to-face |
| 10 | B | Face-to-face |
| Chelsea | 4 | A | Face-to-face |
| 10 | B | Face-to-face |
| Fall River | 13 | B | Face-to-face |
| 14 | B | Online |
| Fitchburg | 1 | A | Face-to-face |
| 13 | B | Face-to-face |
| Holyoke | 7 | B | Face-to-face |
| 11 | B | Online |
| Leominster | 6 | B | Face-to-face |
| 7 | B | Face-to-face |
| Lowell | 8 | B | Online |
| 12 | B | Face-to-face |
| Lynn | 5 | B | Online |
| 13 | B | Face-to-face |
| Malden | 11 | B | Online |
| 13 | B | Face-to-face |
| New Bedford | 9 | B | Face-to-face |
| 10 | B | Face-to-face |
| Quincy | 8 | B | Online |
| 10 | B | Face-to-face |
| Salem | 7 | B | Face-to-face |
| 12 | B | Face-to-face |
| Somerville | 3 | A | Face-to-face |
| 16 | B | Face-to-face |
| Springfield | 4 | A | Face-to-face |
| 15 | B | Face-to-face |
| Waltham | 2 | A | Online |
| 9 | B | Face-to-face |
| Worcester | 3 | A | Face-to-face |
| 12 | B | Face-to-face |

## Activity 2: Participant Surveys

Midcourse and final participant surveys sought data to address research questions 1, 2, 3, 4, and 10, which primarily pertained to course delivery but also related to how the course could better contribute to key understandings about ELL students in general-education classrooms.

Midcourse surveys were delivered in 16 of the 18 evaluation sites, generating 231 responses (or an average of 14 responses per site). Instructors at each site were given the choice to administer paper or online surveys during Session 7 or Session 8 of the course; paper surveys were administered at four of the sites, and online surveys were administered at 12 of the sites. Final surveys were delivered online at all course sites. As of June 6, the final date for which data could be included in this report, there were 795 responses from the approximately 1,850 course participants,[[4]](#footnote-4) for a response rate of approximately 43 percent.[[5]](#footnote-5)

Both the midcourse and final surveys are included in Appendix A. The survey items were very similar, but the final survey was somewhat longer and included five questions from ESE (items 16 through 20).[[6]](#footnote-6) Midcourse survey data were reported in the preliminary evaluation report to ESE. This report is based on findings from the final survey data, as midcourse and final survey data did not differ substantially. All final survey data have been compiled by question and are reported in Appendix B.

## Activity 3: Participant Focus Groups

Focus groups with participants provided more descriptive, nuanced data than surveys and were used to identify information about specific topics, activities, and skills from the course that teachers implemented in their own classrooms. Data from focus groups were used to address research questions 2, 3, 6, 7, 8, 9, and 10, pertaining to both delivery and outcomes. Focus groups of four to six volunteers were conducted at each site, for a total of 18 focus groups. Focus groups were scheduled to occur at the conclusion of an observed session at each district to facilitate scheduling with participants. All focus groups occurred after Session 7 or later in the course, so that participants had sufficient experience with the course to provide meaningful responses; the majority of the focus groups occurred after Sessions 10–16. The focus group protocol is included in Appendix A.

In some focus groups, teachers handed the evaluation team lists of problems or improvements they had compiled by brainstorming with their colleagues in anticipation of participating in the focus groups. In one case, a teacher had collected information from each participant in her session. Where appropriate, we have included these data in our findings and recommendations.

## Activity 4: Participant Classroom Observations

In addition to collecting data from participants using surveys and focus groups, we conducted six classroom observations with three participants (two observations per participant). All six observations occurred in late May and early June, near the end of the Teacher SEI course for each participant. The observations occurred in one high school special education class and two kindergarten classes.[[7]](#footnote-7) These observations supplemented other data addressing research questions 6 and 10, course outcomes. The number of observations was insufficient to generalize course effects, but the observations did provide descriptive information about classroom implementation of SEI strategies.

Perhaps more importantly, the classroom observations provided an opportunity to develop, pilot, and refine a classroom observation protocol specifically for participants in the Teacher SEI course. For the purpose of this observation, we created a protocol based largely on the Teacher SEI course participant manual and the Teacher SEI course implementation self-assessment tool, with additional items from other research on effective instruction for ELLs, especially Baker, Gersten, Haager, & Dingle’s (2006) validated instrument for observing mainstream classrooms that support ELLs. After using the protocol, we further refined it by clarifying and regrouping items and creating an observation guide and scoring system. Appendix A contains the revised protocol. Appendix C contains a crosswalk showing the basis for protocol items and revisions. Ideally, this protocol will be tested and validated in future evaluations or research of the Teacher SEI endorsement course.

# Findings

This report of the findings of the Teacher SEI course evaluation is designed to provide concrete recommendations in two areas: course delivery and course outcomes. Each area is addressed through five research questions. Course delivery is presented by research question (RQ) in five topics: Quality of Delivery (RQ1), Coherence (RQ2), Skills Transfer (RQ3), Viability of a Summer Course (RQ4), and Course Assessments (RQ5). Course outcomes are presented by research question in two topics: Strategy Implementation (RQ6–RQ9) and Key Understandings (RQ10). A small group of findings spanning multiple topics were found to be instrumental in improving the course design and implementation. These findings, the key findings, are presented first, followed by findings for individual topic areas.

## Key Findings

Teachers nearly uniformly reported in focus groups that they found the course content to be interesting and useful. Teachers appeared engaged in the course; during 27 of the 28 observed face-to-face sessions, participants appeared engaged in course materials, asked questions, and avoided checking their phones and computers. They also indicated that their knowledge of SEI had increased; in the final survey, the majority of teachers reported that the course contributed to their understanding of the following topics either *A Fair Amount* or *A Great Deal*: vocabulary instruction for ELLs (87 percent), how to apply SEI strategies to reading and writing instruction (84 percent), meeting the needs of ELLs in the classroom (81 percent), how to teach academic language to ELLs (80 percent), social and cultural issues that affect ELLs (79 percent), how to differentiate instruction when working with ELLs (78 percent), second-language acquisition (78 percent), how to address the needs of diverse ELL populations (75 percent), and how to assess ELLs in the content areas (70 percent). In addition to SEI knowledge, they appeared to understand the importance of learning how to provide instruction to ELLs. One focus-group participant said, “We really believe in equity, and there is a justice issue here, and we want to do the best for our kids. We’re hungry for it and wish that this was a little more translatable into our classrooms.”

Despite finding the course content useful, participants expressed a high degree of emotional stress about the course during the focus groups. They reported that the course load was overwhelming, there was insufficient time to reflect on what they were learning and practice it with students, and they felt their licenses were under threat. Teachers in 10 districts said that they were given no choice about signing up, and seven teachers in four districts reported being personally singled out to take the course. For example, one teacher’s name was announced at a school meeting, and she was embarrassed because she thought that she was being identified as someone who was deficient. Another was told that she “would no longer be a use to the district” if she didn’t participate in the course. In nearly every evaluation site, focus-group participants were highly emotional, expressing fear, frustration, anxiety, and anger. Some teachers cried or nearly cried. Other participants reported problems with anxiety, including physical problems caused by the stress of the course, and emotional stress on their families.

Focus groups were voluntary, and it is possible that the views expressed were not representative of all participants. However, this reaction occurred in nearly every district; it was not an isolated finding. Furthermore, in surveys of the broader population of participants, 85 percent of survey respondents reported that the course workload was *Overwhelming*, and fewer than 1 percent thought that it was *Not Rigorous Enough*. In addition, the majority found the course pace to be *Much Too Fast* (34 percent) or *A Little Too Fast* (32 percent). Only about one fourth of participants (26 percent) thought that the pace was *Just Right*.

The pace of the course also appeared to interfere with the quality of instruction. For example, instructors at every observed face-to-face session promoted collaboration among participants through small-group work. The participants seemed to enjoy this time to learn from one another. In most cases, however, there was not enough time for deep discussion between teachers to share experiences and answer each other’s questions during whole-group discussion. In fact, all activities were rushed, as the number of slides per session seemed to exceed 50–70. In none of the observed sessions were all the slides covered adequately. The pace was so fast in some sessions that participants seemed to struggle to follow along (i.e., they could not take notes fast enough). The instructors spoke very quickly in all sessions, a possible impediment to learning for participants with hearing impairments, learning differences, or language-processing challenges.

Teachers also experienced a great deal of frustration with the online portion of the course, primarily in terms of the amount of time required to complete online sessions. (Online technical difficulties experienced by teachers are described below.) Teachers in eight of the focus groups reported that it took five to eight hours to complete each online session, and they did not have sufficient time to read the comments left by their peers. In the survey, the majority of participants (79 percent) reported that they did not use the online platform to communicate with other participants when not required to do so. For the eight online sessions that were observed, the average number of comments posted per participant was 4.83. Their posts and comments were largely relevant to the stated requirements. Nonetheless, focus-group participants at more than half of the sites reported that they were not satisfied with the quality of discussion that occurred during the online sessions. There were too many questions to answer, too many other comments to read, and the discussions were not as rich as those that occurred in the face-to-face sessions. One teacher said, “We are inventing everything. It’s just busy work, and we do it just because it’s required, not because it’s useful.” Survey participants found the least useful elements of the course to be posting comments online (74 percent), interactions with colleagues online (73 percent), and the online portion of the course in general (62 percent). There was no clear consensus about online interactions with the instructor apart from the online presentations: 49 percent found these interactions *Pretty Relevant* or *Very Relevant*, 45 percent found them *Not Relevant* or only *A Little Relevant*, and the remaining respondents (6 percent) reported that the interactions *Did Not Occur*.

Additional frustration for some teachers stemmed from the fact that the course was not sufficiently differentiated to meet their needs. For example, some teachers in focus groups reported that the secondary math and science examples were inadequate and featured students or content at the elementary level. Teachers of prekindergarten students made similar complaints. According to one teacher, “In preschool, they are learning how to sit in a chair, how to hold a fork. We can’t analyze texts!” Teachers in 10 of the focus groups were special education teachers, and they noted that a lot of what they learned was similar to what they needed for their special education students. However, they would have appreciated more information about how to integrate ELL-specific strategies with special education strategies for their special education students who are also ELLs. Many teachers who reported not incorporating any of the new SEI strategies into their classrooms said that the SEI strategies they learned were irrelevant to their educational context.

Although the course increased teachers’ knowledge and understanding, it did not ultimately lead to confidence in their ability to actually incorporate SEI strategies in their classrooms. For example, some teachers expressed that incorporating SEI strategies is not realistic in their educational contexts, because of large class sizes, Massachusetts Comprehensive Assessment System (MCAS) testing, and district pressures to complete particular curricula. Many teachers expressed the same concern: “If I use these strategies, how will I have time to teach my content—when I have a class that is 95 percent non-ELL students who need to pass the MCAS, and I have only 42 minutes for each class period?” This is a critical finding, because getting teachers to the point that they are able to do just this—provide effective instruction to ELLs in a general education course—is the ultimate goal of the RETELL initiative.

The remainder of this section discusses additional findings by topic area. Recommendations for improvements to the course, including key recommendations to address the problems of teacher frustration and of teachers not feeling confident in their ability to implement SEI, are provided in the Recommendations section.

## Quality of Delivery

This section discusses the Teacher SEI course quality of delivery, examined through research question 1. Quality of delivery encompasses several factors: content, process, context, pace, allocation of time, and clarity of professional development instruction. The first three factors are part of the draft Massachusetts Standards for Professional Development (SPD).

### Quality of Content

A review of the content of the Teacher SEI course is beyond the scope of this evaluation, which was focused on implementation. However, some aspects of what is subsumed under “Quality of Content”in the Massachusetts SPD are aspects of implementation. For example, according to the SPD, high-quality professional development has clear goals and objectives that are relevant to participant outcomes. The Teacher SEI course goals and objectives were included in the syllabi and presentation slides, and 88 percent of final-survey participants reported that their instructors frequently posted course goals and objectives. The effects the session should have had on participants’ practice, however, were adequately articulated at only 13 of the 28 observed face-to-face sites. The ways in which activities related to course goals were only sometimes articulated. It appears that most instructors opted for skipping this portion of the session due to time constraints, or they had participants simply read the list of objectives at the start of the session.

On the other hand, course goals and anticipated effects were clearly presented for the observed online sessions. In addition, one instructor started a session by asking teachers to describe their “ah-ha moments.” Several teachers took this opportunity to describe the success of various activities they had tried. For example, one teacher described how students in her class requested that she do the 7-step strategy with them after using it in a previous class. The instructor then had the teachers read the objectives and report to the group what they expected to learn during the session while other participants reacted (a course strategy). This instructor’s approach to introducing a session served as a good model to teachers and was also a good example of an effective professional development strategy: engaging participants and tying their experiences to the course in a meaningful way (Garet, Porter, Desimone, Birman, & Yoon, 2001).

Unlike the pilot course of the Teacher SEI course, participants were provided with a participant manual. Providing a manual was a huge improvement of this course over the pilot course, as it served an important organizational function. In addition, the manual was posted on the online Moodle site by session—another positive development, as it allowed participants to access materials in multiple formats. However, the manual still requires some modifications to increase its usability. For example, some pages of the manual (e.g., Session 3, pp. 6–7) have a very small font size and are hard to read, and teachers have found the numbering system confusing. Also, there is disparity between the manual, the syllabus, and the online course description, leading to confusion about assignments. Finally, the manual does not include the slides used in instruction. Many teachers requested the slides because they had trouble keeping up with note-taking during class. Some instructors supplied copies of the slides, but that did not happen uniformly from course to course or even from session to session (e.g., participants received copies of the slides for only some sessions). One focus-group participant recommended providing the manual in a binder to better organize the course materials and to allow for changes throughout the course. The advantage of a binder would be to allow instructors to hand out copies of the slides at the beginning of each session, rather than including the slides for the entire course in the manual from the outset.

The reading list also appears to have improved since the pilot course. In the final course survey, the majority of teachers reported that the course readings were related to course content (86 percent), easy to understand (72 percent), applicable to instruction of ELLs (70 percent), and helpful in understanding SEI (66 percent). Slightly more than half of respondents (53 percent) disagreed with the statement that the readings were too academic. (In fact, a couple of focus-group participants thought that the readings were not academic enough, pointing to articles that were blog posts or not peer-reviewed papers). Nonetheless, the reading list is still very long for a course that takes place over only a few months. Printed out, the readings filled more than four 1-inch binders. This does not include the additional readings contained in the participant manual.

In terms of other coursework, activities that participants marked as *Most Useful* included interacting with colleagues, discussions of how to apply strategies, small-group work and discussions, and practice during the course applying strategies to classroom instruction (see Figure 1).

Figure . Total Counts for Activities Selected by Participants as Most Useful to Them in the Teacher SEI Course Face-to-Face Sessions



Similarly, participants found illustrations of how strategies can be applied to be the *Most Useful* online course activity (see Figure 2).

Figure . Total Counts for Activities Selected by Participants as Most Useful to Them in the Teacher SEI Course Online Sessions



Activities that participants marked as *Least Useful* included homework, reading, and individual work in class, and they found the assignments and readings to be the least useful online activities (see Figures 3 and 4).

Figure . Total Counts for Activities Selected by Participants as Least Useful to Them in the Teacher SEI Course Face-to-Face Sessions



Figure . Total Counts for Activities Selected by Participants as Least Useful to Them in the Teacher SEI Course Online Sessions



Although the participants largely found the readings useful, they appeared to find them less useful than the hands-on activities they engaged in, perhaps because they were more interested in practical strategies for application and practice. Nonetheless, it makes sense to make the readings available to teachers, though perhaps not all as required reading for a single-semester course.

### Quality of Process

Quality of process refers to the pedagogical practice that occurs as part of professional development. According to the Massachusetts SPD, high-quality professional development promotes collaboration among educators and provides opportunities for participants to apply what they are learning to their own educational context; it models good pedagogical practices, including being problem centered, capitalizing on learners’ experiences, and allowing choice and self-direction.

In terms promoting collaboration in the form of classroom discussion around course topics and strategies, which was among the aspects of the course that participants found most useful (Figure 1), 80 percent of survey respondents reported that their instructors facilitated discussions *Well* or *Very Well*. Observations revealed that improvement in this area is possible for some instructors, but most of the course instructors appeared to be skilled at leading collaborative discussions and engaging participants when time allowed. This skill should be sought out and encouraged in instructors as the course expands.

However, there was a lack of models, exemplars, and samples in observed sessions, possibly because instructors were very rushed in delivering lessons. In focus groups, many teachers reported that they were visual learners or that they had never previously written a language objective, for example. In these cases, learning would have been deeper had teachers had access to models of lesson plans, capstones, and the strategies in action. One teacher said, “It’s a traditional way of teaching (too much lecturing at us), and yet they want teachers to teach in a differentiated way, using these new strategies.”

In addition, during observations of Sessions 1–7, instructors seldom or never discussed problems that might occur with real-world applications of what was being learned or used stories to link theory to practice, although they sometimes connected content to real-world contexts. These aspects were largely improved in later sessions, when instructors always or sometimes engaged in these practices. However, connections to participants’ educational contexts are crucial to engage participants, particularly during the early sessions. Although Module A appears to be largely devoted to establishing the theoretical and empirical bases for the rest of the course, it is important to ensure that it also includes connections to participants’ educational practice.

### Quality of Context

Quality of context was examined through research question 1. According to the Massachusetts SPD, high-quality professional development is facilitated by knowledgeable instructors and makes use of relevant resources. Kubitskey and Fishman (2007) found that in order for participant discussions to be fruitful arenas for deep conversations, it is important to have a well-trained local professional development provider.

Overall, survey respondents appeared satisfied with the quality of instruction, and the majority reported that instructors *Frequently* performed the following activities: engaged participants in questions or discussions (83 percent), demonstrated excitement about the content (81 percent), and checked for understanding (69 percent). Respondents also indicated that instructors did *Well* or *Very Well* at handling differences of opinion (79 percent), linking instructional materials (e.g., readings) to the main ideas being presented (79 percent), and summarizing readings (64 percent).

In the final survey, a large majority of respondents (97 percent) indicated that they thought their instructor was knowledgeable about SEI. In observations, all but one of the instructors appeared extremely knowledgeable about the course content. (The exceptional instructor seemed unsure about some of the content but had been observed during an early session when the course may have felt new; this instructor appeared more knowledgeable during a later session.) Survey respondents were slightly less positive about instructors’ ability to answer questions than about their overall knowledge; 79 percent of survey respondents thought that their instructors responded to questions *Well* or *Very Well*. In some observations, instructors were not knowledgeable about the specific district in which they were instructing, and they seemed to lose some credibility among the participants who had to correct them or educate them about district-specific policies and practices. In addition, some instructors were unable to answer participant questions about specific elements in the course materials. For example, when discussing “Understanding Cultural Viewpoints,” it would be helpful for instructors to have information about behaviors or attitudes that may be characteristic of specific cultures (when examples are discussed). Some instructors expressed that they felt uncomfortable not being able to answer basic questions about the examples and information in the slides.

### Pace of Course

As noted in the Key Findings section, the challenging pace of the course could be quite overwhelming. Several teachers from different sites reported that they were very interested in the content of the course, but the pace was so fast that they did not feel they could adequately learn the content. One teacher expressed a desire for more time to think about the process: “I don’t want to just do the assignment to get it done. I want to be able to really reflect on it, so it’s meaningful.” Whether or not the two-semester course is instituted, it is essential to allow at least one week between sessions, and longer when participants are expected to implement and reflect on a lesson plan. This is especially important during MCAS testing, when it is impossible for many teachers to implement new strategies in their classrooms.

Problems with pacing were especially apparent in courses with back-to-back sessions. Teachers from three sites with paired sessions participated in focus groups. These teachers reported that because they had the same assignment schedule as other courses that did not have back-to-back sessions, they felt they had to complete assignments between sessions, during the lunch break. They also reported being overwhelmed by the amount of information covered in two back-to-back sessions. During observations, there were signs that people were becoming tired and disengaged during the second session of back-to-back sessions, and these sessions were more likely than others to end early. In a couple of observations, the instructors deviated from the syllabus, engaging the participants in deeper whole-group discussion about problems or questions they had. In these instances, teachers in the subsequent focus groups pointed out that these were most meaningful discussions they had during the course.

### Allocation of Time in Course

Related to course pacing, the allocation of the time spent in the course can have important implications for learning. For example, adults need time to reflect on what they are learning in terms of their own classroom experiences (see Kubitskey, 2006; Penuel, Fishman, Yamaguchi, & Gallagher, 2007). It also is important that they have adequate opportunities for collaboration with peers through whole-class discussions, small-group work, and interactions outside session time.

Average time allocated for each activity over the 28 observed face-to-face sessions is presented in Figure 5, with whole-class discussions and small-group work allocated the most time, although not more than an average of an hour per session each. (Participant questions occurred throughout the sessions but not continuously.) Note that there is some overlap in activities, such as discussion of strategy application and whole class discussion, discussion of strategy application and small group work, and summarizing and review and instructor presenting.

Figure . Average Time Allocated to Activities Over 28 Observed Teacher SEI Course Face-to-Face Sessions



Most activities showed a large range from session to session. Table 4 provides the minimum and maximum amount of time observed for each activity in all sessions. Participants appeared the most engaged during sessions in which the instructors led them in discussions and consistently tied content back to practice rather than merely lecturing. Although the average amount of time instructors spent lecturing across all observed sites (31 minutes out of 180 total minutes) is quite reasonable, there were some observations in which the majority of class time was instructor centered (the maximum observed lecture time was 115 minutes out of 180 total minutes). On the other hand, every observed session included at least some small-group work (minimum 29 minutes) and practice applying strategies (minimum 32 minutes).

Table . Minimum and Maximum Time Spent on Activities During Observed Teacher SEI Course Face-to-Face Sessions

|  |  |  |
| --- | --- | --- |
| **Activity** | **Minimum Time Observed** | **Maximum Time Observed** |
| Summarizing and review | 0 minutes | 19 minutes |
| Participant questions | *Throughout* |
| Whole-class discussion | 10 minutes | 129 minutes |
| Practice applying strategies  | 32 minutes | 90 minutes |
| Discussions of strategy application | 0 minutes | 131 minutes |
| Individual work | 0 minutes | 30 minutes |
| Small-group work/discussion | 29 minutes | 103 minutes |
| Instructor presenting/lecturing | 0 minutes | 115 minutes |

### Clarity of Instruction

It is crucial that instruction be delivered in a manner that participants can easily understand. Clear definitions and descriptions, particularly of instructional strategies, and information about how to use the instructional strategies for teaching are important factors in influencing teachers’ instruction (Kubitskey & Fishman, 2007).

In face-to-face sessions, instructors appeared to give clear instructions that participants understood, and they offered additional instruction or clarification when a participant asked a question. In final surveys, respondents indicated that instructors did *Well* or *Very Well* at giving instructions (73 percent). The only real issue with clarity in face-to-face sessions occurred as a result of the pace of the course, as described in Key Findings.

On the other hand, the organization of the online sessions made it difficult to navigate for teachers in nearly every location. Often, teachers reported feeling unsure about whether they were being responsive to assignments because they could “never be sure” that they had found and responded to everything that was required. Most teachers in the focus groups reported that they felt like they were wasting a lot of time. Some reported spending up to 30 minutes just to locate a specific reading. One teacher said, “There seems to be missing instructions. I am capable of all tasks, but my obstacle is figuring exactly what I am supposed to be doing as I sift through 10 open Web pages.” Most survey respondents also did not find it easy to navigate course materials (65 percent). At one site, however, the course instructor set up a separate, easy-to-follow outline on Moodle, facilitating navigation for participants at that site.

Another aspect of the online platform that interfered with clarity of instruction involved the frequent technical difficulties that participants reported encountering. For example, cutting and pasting was difficult; sessions would time out, and people would lose work as a result; some links were broken or wrong; and it was difficult to keep track of completed assignments online. Also, on the Session 1 agenda, only two minutes were allocated to explaining Moodle, and one of the course instructors noted how difficult it was to introduce Moodle and get issues worked out during the first session while also covering content.

## Coherence

A national study found that one of the most important aspects of effective professional development is coherence (Garet et al., 2001). Professional development that connects to teachers’ previous knowledge and training is more likely to have an impact on teacher practice. This section examines the level of course coherence with what teachers experience in their educational contexts (research question 2).

As noted in the Key Findings section, the study examined the relevance of the course to people in different educational contexts. For most people, educational contexts were similar enough that they could figure out how to adapt strategies for their students with some help from peers, an ESL director, or through reading (e.g., adapting elementary strategies to secondary). However, in 10 of the focus groups, there were special education teachers for whom the strategies may not always have been appropriate. They noted that they would have appreciated more information about how to integrate ELL-specific strategies with special education strategies for their special education students who are also ELLs.

A slim majority (59 percent) of survey respondents reported that the content of the course repeated what they had already learned about SEI; in several focus groups, teachers said that they were already familiar with the strategies being taught, albeit known by other names. Yet, in only one of the 28 observed face-to-face sessions did an instructor ask participants about their previous knowledge of session topics. The instructor in this session also adjusted the session schedule to address the topic that was causing some confusion for participants. Most instructors only sometimes identified prior conceptions and misconceptions about content in the observed sessions. Instructors at nine sessions were not observed doing this at all. Nonetheless, a large number of survey respondents (86 percent) reported that the content of the course enhanced what they already knew. It is possible that they were already familiar with some SEI strategies and information about instructing ELLs because they taught in high-incidence districts and have had some training in the past (perhaps Category Training), but similar backgrounds cannot be assumed in all districts, especially as the training is implemented on a larger scale statewide.

Finally, it is also important to make sure the face-to-face sessions are coherent with the online sessions. In the six observed face-to-face sessions that followed online sessions, only two instructors made any reference to the preceding online component, and they did so infrequently and without explaining how the online content would link to the content presented in the face-to-face session.

## Skills Transfer

The end goal of the RETELL initiative is improved outcomes for ELLs, which requires teachers to apply what they learned to improve SEI in their classrooms. This section explores methods that encourage the transfer of skills from the Teacher SEI course to teachers’ classrooms (research question 3).

Module B sessions appeared to better prepare teachers to incorporate new skills in their classrooms. During Module A, it was observed that the primary focus was on theory, not skills. By Session 7 or 8, when participants took the midcourse surveys, 74 percent of participants reported that they had been given opportunities to practice strategies. By the final survey, the percentage of respondents who reported that they had been given opportunities to practice strategies had increased to 88 percent. (Note that the midcourse survey sample was a subset of the final-survey sample, which also may play a role in the differences in percentages.) However, focus-group participants in seven districts said that they wanted to see more modeling of strategies.

Teachers also wanted access to more templates. When lesson-plan templates were available, they were located in the manual online. This required teachers to cut and paste from PDFs. In some cases, teachers did not know how to do this. In other cases, cutting and pasting led to some teachers inadvertently missing some pieces of the template.

## Viability of a Summer Course

There is little to discuss in terms of the viability of the course as a summer course (research question 4). On the one hand, a summer course would have clear advantages, especially in terms of teacher burden. Participants would have more time to focus on the course content and would be more relaxed. However, the biggest disadvantage is that they likely would not have opportunities to interact with students between sessions. Interviewing a student for a paper and the assigned strategy and lesson plan implementations could not be fully completed during a summer course. (They could be developed, just not practiced.) If the two-semester option discussed in the Key Recommendations is adopted, summer would be a good time to do the reduced coursework portion. It would also be a good time to host optional workshops for teachers to meet with each other to plan, practice strategies, and take turns observing each other in a low-stakes environment. Otherwise, summer is not ideal for the Teacher SEI course.

## Course Assessments

This evaluation explored participants’ work in class, individual projects, and homework activities in lieu of more formal assessments (research question 5), as no formal assessments were in use. Although the assigned homework activities provided some measure of teachers’ understanding of the course materials, as designed, they were not a measure of practice. Teachers did self-assessment of strategy implementation, but there were no opportunities for teachers to receive feedback from another party (the instructor, an ESL specialist, or a peer teacher).

In course observations, participants engaged fully in the in-class activities during almost all of the observed sessions. The activities appeared to be appropriate to the session content. However, there were many of them, and they had to be completed very quickly (five minutes on average) without opportunity for reflection. Similarly, many teachers across sites reported that the volume of homework interfered with their ability to adequately process information. One teacher said, “I want to be a better teacher for the children in my class who don’t speak English proficiently. We all want that. I feel as though measuring us by this volume of work is an inappropriate way to make us better teachers for our ELLs.” ESE reduced the homework load during the course, but teachers felt that the reduction was superficial. They also wanted to do homework that is relevant to their students. Currently, assignments do offer some flexibility (e.g., teachers choose which strategies to implement in the Strategy Implementation assignments), but because this course is being offered to such a large number of different teachers with different educational contexts and needs, it may make more sense to provide options among some of the assignments as well. This type of flexibility will become more critical as the professional development is rolled out to teachers with varying numbers of ELL students.

Teachers also expressed frustration with the grading rubrics, saying that they did not adequately match the assignments (e.g., the rubrics included the expectation that teachers would cite the readings although the prompt did not include that instruction). In addition, the rubrics appeared only in the syllabus, not the manual, which led to some confusion. Finally, although instructors always or sometimes provided informal feedback to participants during all observed sessions (face-to-face and online), participants at five of the later focus groups expressed frustration with the amount of time it took to get feedback on their assignments. They wanted to receive feedback before turning in the next assignment in order to learn what they were doing correctly and incorrectly.

## Strategy Implementation

The purpose of the RETELL initiative is to improve instruction for ELLs in Massachusetts by increasing mainstream teachers’ knowledge about ELLs and informing their instructional practices, including the implementation of strategies. Specifically, it was important to know which strategies they implemented (research question 6) and why (research questions 7 and 8). Teacher perceptions of the impacts of the training on students’ behaviors and academic success also were examined (research question 9).

In final surveys, 91 percent of respondents *Agreed* or *Strongly Agreed* with the statement, “I am learning skills that I can apply directly in my own classroom.” The majority of teachers reported that the course contributed to their understanding of the following topics either *A Fair Amount* or *A Great Deal:* vocabulary instruction for ELLs (87 percent), how to apply SEI strategies to reading and writing instruction (84 percent), meeting the needs of ELLs in the classroom (81 percent), how to teach academic language to ELLs (80 percent), social and cultural issues that affect ELLs (79 percent), how to differentiate instruction when working with ELLs (78 percent), second-language acquisition (78 percent), how to address the needs of diverse ELL populations (75 percent), and how to assess ELLs in the content areas (70 percent).

In focus groups, teachers reported using a wide variety of the course strategies, primarily as assignments for the course. The most popular strategies included the vocabulary strategies 7-step and Word Wheels (each used in six districts), pre-teaching vocabulary (used in three districts), and the writing strategies RAFT and sentence frames (each used in three districts). Other focus-group members reported using reciprocal teaching, the vocabulary stretch, and the double-entry journal (two districts each), as well as quick writes, exit tickets, lexical arrays, think-alouds, chants, and turn and talk (one district each). Of these, participants reported that 7-step and exit tickets worked well with high school students, and Word Wheels worked well for younger students as a warm-up. Reciprocal teaching worked well with a diverse group of students (ELL, special education, and general education), whereas 7-step had to be tweaked to work for all students. One teacher said that, in general, it was useful to check her Grade 2 students’ academic vocabulary comprehension: “I’m surprised at what they don’t know. I didn’t realize that before.” Another participant said it was helpful to learn about strategies in the course that have been proven to be unsuccessful, such as Round Robin. One teacher reported that information about culture has helped her incorporate more culturally relevant elements into lessons and connect with parents.

Teachers in three districts said that these strategies did not work in classrooms with both ELLs and general-education students. It is important to convey to teachers that the purpose of the course is to prepare them to work with ELL students within a general-education context. They should be provided numerous examples to show how to incorporate strategies within this context.

Most teachers incorporated new strategies as a part of the course requirements to implement and reflect on a strategy. Teachers in both focus groups and course observations expressed concern that the strategies would not work in the classroom or that they would detract from teaching content. The most prominent concern was that there was insufficient time to implement strategies, both in terms of planning time and available classroom time, especially in classes that were preparing for the MCAS. One teacher said, “My job comes first.” Another reported that she planned to use the strategies next year but could not possibly incorporate them this school year. The Skills Transfer section addresses this concern to some degree, but it is also recommended that teachers be given an opportunity to plan and practice strategies in class, so that they get a feel for how long the strategies actually take.

In six participant classroom observations, the evaluators observed a variety of strategies being implemented, such as pre-teaching vocabulary, incorporating students’ background knowledge and culture, and the 7-step strategy. It is important to note that the teachers knew they were being observed and they knew the purpose of the observation, which may have prompted them to use more strategies. One kindergarten teacher appeared to be most successful with the strategies, engaging students by incorporating multiple strategies (such as providing vocabulary support and sentence frames) naturally throughout her lesson rather than appearing to tack the strategies on to the beginning or end of lessons. It is likely that the natural incorporation of strategies becomes easier with practice, highlighting the importance of practicing the strategies frequently as part of the SEI course before using them in the classroom. It is also important that participants practice incorporating multiple strategies into a single lesson rather than focusing solely on one at a time.

In terms of the effects of the course, teachers at the five early focus-group sites reported that it was too soon to tell if the trainings were having any effects on their ELL students, although one teacher said that, using some of the course strategies, her students were able to learn in two weeks vocabulary that normally would have taken all year to learn. At the later focus groups, teachers in eight districts reported positive effects: three reported that their ELL students exhibited better comprehension of vocabulary and text; two reported that they were better able to connect with their ELL students; and three reported that the strategies had been helpful for ELLs, but they did not provide more specific details about effects. Teachers in three other districts reported no effects, and teachers in two other districts reported negative effects, in that general-education students were doing worse, and ELLs were not doing better. One of these teachers commented, “I don’t feel like a good teacher anymore.”

## Key Understandings

The topic of how the Teacher SEI course could better contribute to the key understandings of teachers of ELL students in general-education contexts (research question 10) is largely covered in the preceding sections, especially in the Key Findings. Of particular importance is to restructure the course so that teachers do not feel so overwhelmed, and so that they have time to practice new skills and strategies. Several teachers reported that they were too tired at the end of a teaching day and overwhelmed by the amount of material to properly absorb and process what they were learning. In one district, participants reported that they had learned some of the strategies, but they were not prepared because they had not had sufficient time to practice. That said, teachers in six of the later focus groups reported increased awareness about ELLs and increased sensitivity to their needs. Participants in four districts reported feeling better prepared. One teacher said, “I wish I had taken this [course] in the fall because I had no training before.”

Two specific areas of key understanding should be addressed, however. First, one area of major confusion for participants was creating language objectives, especially in distinguishing language objectives from English language arts content objectives. Participants at five sites discussed their confusion about this topic, and this was the only topic brought up explicitly as an area of confusion. The difficulties also were apparent in several e-mails to participants from instructors at two different sites, which discussed language objectives at length and identified them as an area in which participants were exhibiting difficulty. It appears that participants needed more time to learn about, process, and practice writing language objectives for students.

Second, teachers at five of the later sites reported not feeling any more prepared to teach ELLs than they had felt before taking the course. They said they felt they were learning strategies that were just generally good teaching strategies, and one teacher noted, “We were well trained before we got here.” Although it is likely true that the teachers in the course were familiar with some of the knowledge, skills, and strategies taught in the course that are general to all students, the course should provide more explicit information about the instructional needs of ELLs and particular strategies that target these needs.

# Recommendations

As discussed in the Findings section, the Teacher SEI Endorsement course has done a great deal to increase teachers’ knowledge and understanding about instruction for ELLs. This is an important first step, but it is not sufficient to ensuring that ELLs receive the instructional support they need. Teachers must learn how to successfully implement sheltered instruction to ELLs in classes that are primarily non-ELL—something that the findings indicate has not yet occurred. There are three areas in which we recommend changes to the course to address this key issue, as well as the main sources of frustration for course participants. These changes are: (1) scheduling the course over a longer time horizon, minimally over a period of no less than four months, and ideally over a full academic year; (2) a different approach to course implementation at the district level; and (3) a reconceptualization of the use of the online platform. Each is described in greater detail in this section, followed by other recommendations for course improvement.

## Key Recommendations

**1. Offer the course over two semesters, reducing the per-week workload and increasing accountability. At a minimum, offer the course over no less than four months, with a greater focus on strategy implementation, reflection, and feedback.**

It is unlikely that most teachers will make substantial changes to their practice after a single semester (see Supovitz & Turner, 2000). On the other hand, due to the logistics involved with both teacher and instructor schedules, it is impractical to design a statewide course spanning multiple semesters that requires instructors to meet with teachers in a structured class. Research finds, however, that professional development can be very effective in terms of changing instructional practices when it is accompanied by other support and activities in which teachers collaborate as they practice and develop a comfort level with newly introduced practices (Garet et al., 2001; Little, 1993; Loucks-Horsley, Hewson, Love, & Stiles, 1998; Newmann & Associates, 1996; Penuel et al., 2007; see also Lieberman & McLaughlin, 1992). Therefore, we recommend that ESE offer a yearlong course with a class component during the first semester and a “theory-to-practice” component during the second semester (this can be accomplished with the same required course hours, if necessary), as follows:

* Use the class time to address the topics that have already been defined for the course, model strategies, and engage in small-group and whole-class discussions about how different strategies can work in a variety of educational contexts; the class can take place during the summer if it is easier to schedule then. Reduce the homework and reading load during the first semester.
* During the second portion of the class, link theory presented in the course to practice. Create professional learning communities (PLCs) where teachers can collaborate with each other, a practice that can have positive effects for both teacher practice and student outcomes (Vescio et al., 2008). In addition, tap into district ESL resources to offer mentoring and coaching. (Be sure to prepare ESL teachers and directors for this task through a separate training or by asking them to participate in the Teacher SEI course.) Fall would likely be the best time for the second portion of the class for most teachers because of statewide testing that is scheduled for the spring.
* During the second portion of the class, assign the more significant classroom-based work, such as strategy implementation and reflection.
* If it is impossible to offer a two-semester course, provide the course over a period of no less than four months, with no more than one session (either online or face-to-face) per week. During Sessions 5–14, teachers should be given two to three weeks to implement a single lesson plan (strategy implementation) and reflect on it.
* Ensure true accountability in either course format by having a peer or administrator observe participants; use the Classroom Observation Protocol in Appendix A.
* Dedicate course time to discussing the contextual challenges that teachers face in their districts with respect to incorporating SEI, with the goal of jointly figuring out possible solutions. Enlist the help of school and district ESL directors to work with individual teachers.

Incorporating a second semester that focuses on practice has many advantages. Activities that encourage professional communication enhance teachers’ knowledge, skills, and instructional practices (Garet et al., 2001; Kubitskey & Fishman, 2007). Collaboration is also important, both in terms of implementation of new skills (Bryk & Schneider, 2002) and in terms of giving educators an opportunity to discuss and resolve issues of practice and initiate broader systemic changes in their schools (Frank, Zhao, & Borman, 2004; Lieberman & McLaughlin, 1992; Little, 1993; Penuel et al., 2007).

No matter the course format, having teachers link theory to practice also will help them determine how to apply particular strategies to their educational context, which is especially important given that the coursework is not differentiated for different students. A project director at OELAAA explained that when the course was originally designed, it was differentiated for different groups of teachers, but offering differentiated courses proved impossible logistically. Each course must serve at least 25 teachers in order for Massachusetts to meet its goal of training all core academic teachers in SEI methods by 2016, and the differentiated courses were not filling as needed. If differentiation cannot be accomplished in the course, it should be addressed by having teachers work in PLCs and with district mentors or coaches to determine the best course of action for their particular students.

**2. Take steps to engage teacher participants before they begin coursework.**

According to a project director at OELAAA, ESE is moving to create a statewide registration process rather than having teachers register through their districts. This process may reduce the negative feelings some teachers experienced when they felt pressured to sign up for the Teacher SEI course. However, it is still important for teachers to know why they are required to take the course, their expected role as teachers of ELLs, and information about the statewide initiative, as well as logistical issues such as how enrollment will occur, how they can get graduate credit, and what they can expect in terms of a time commitment to the course. It is also important to give teachers an opportunity to be heard if they have concerns. The following steps are recommended to engage teachers and help them achieve a positive mindset about the Teacher SEI course:

* Send letters[[8]](#footnote-8) to teachers one or two months in advance of registration that introduce the course and explain why it is needed, as well as logistical details. It is likely that sending letters directly to teachers would be impractical, but letters can be sent to schools to be put in teachers’ boxes. The added advantage of sending letters to schools is that this will encourage groups of teachers from the same school to register, increasing the possibility of peer collaboration and accountability.
* Encourage district RETELL liaisons and other district ESL leaders to make personal contact with union leaders and the teachers who will be taking the course to explain what it is, its importance, and the state legislation that requires it. This personal contact will provide teachers an opportunity to ask questions and express their concerns. Ask the RETELL liaison to attend occasional course sessions to answer any additional questions.
* Ask school ESL and professional development coordinators to talk about the Teacher SEI courses in schools during a regular staff meeting. Allow enough time for teachers to ask questions, and follow up with additional information as appropriate. Discourage administrators from singling out individual teachers for the training. Involving school administrators in the Teacher SEI course registration process in a supportive role may encourage teachers to implement what they learn in the course.

**3. Revise the online platform to provide more support to teachers and to encourage real collaboration.**

ESE has made great progress toward making the online platform a more useful tool and collaborative environment for course participants—for example, by including links to materials for each session. However, additional steps can be taken to make the platform fill these functions more effectively. It should be a true repository of information for participants, with an easily navigable index. For example, ESE could consider creating individual pages for each of the following: all course readings, in the order they are assigned, as well as a list of optional readings with links; all course PowerPoint slides, listed by session; links to course videos, in case participants want to watch them repeatedly; lesson-planning templates, graphic organizers, and other examples of teaching tools; and links to useful websites and resources, listed by topic (e.g., language acquisition, strategies, ELL demographic data). These pages should continue to be available as resources to participants after they have completed the course.

Because participants in this course have had difficulty truly engaging in online discussions due to other course requirements, we recommend replacing discussions with another collaborative exercise. One example is a requirement that participants engage in one- to two-hour, live chats with the instructor and other participants; participants should be divided into smaller discussion groups so that each person has the opportunity to contribute. A time-bounded, scheduled activity such as this would help participants plan for the online time commitment. Another example is a collaborative project online with a small group. Ideally, such a project would be best facilitated by the online platform (such as posting videos of instruction and eliciting constructive feedback or conducting an analysis of student work using graphic tools; see Little et al., 2003), and the instructor would provide frequent feedback.

## Other Recommendations

**Quality of Content Recommendations**

* In order to guide participants and help them determine the relevance of each topic, encourage instructors to relate each new topic or activity to the course goals and the anticipated effect the topic or activity should have on participants’ teaching practice. (First, however, be sure that the topics and activities are related to teaching practice.)
* Build sufficient time into sessions for instructors to provide an engaging introduction that relates to participants’ classroom experiences.
* As the syllabus and assignments are finalized, include them in the participant manual to minimize confusion. Consider renumbering the manual in simple numerical order, rather than by session, and separating the sections with tabs. Include a table of contents or an index to further facilitate searching and to help ensure that the manual can be used later as a reference document.
* Ensure that all materials provided to participants are legible. A common rule of thumb in the field of usability and document design is to use 12-point font or larger for all written materials (Redish, 1980).
* Provide copies of the PowerPoint slides at the outset of the course or at the beginning of each session to facilitate note-taking.
* Consider providing the manual in a binder, so that participants can add notes, print-outs, and other materials as the course progresses.
* Reduce the reading list, or spread it out over additional months. Make all of the current readings available to teachers, whether required or not, and continue to monitor relevant literature and make changes to the reading list as necessary in the coming years.

**Quality of Process Recommendations**

* Provide models, exemplars, and video samples of strategies and activities to help participants learn course content and relate it to their own educational contexts. Make sure video clips show a variety of grade levels and subjects. Provide sufficient time for participants to practice what they are learning.
* Make sure that all of the early sessions include stories or discussions of problems that might occur in real-world contexts, as well as potential solutions to these problems, to engage participants from the outset of the course.
* Consider the following to increase meaningful discussions in all courses:
* When assessing potential instructors, ask them to demonstrate their ability to facilitate collaborative discussions (such as by providing an engaging prompt or demonstrating an activity that promotes deep discussion of a topic).
* Build additional whole-class discussion prompts or activities into the course content, with adequate time allotted for participants to generate meaningful discussion.
* During instructor meetings or webinars, ask experienced instructors to share ideas and tips for generating and facilitating classroom discussion.

**Quality of Context Recommendations**

* Provide a guide for instructors that answers basic questions about examples provided in the slides.
* As recommended previously, ask the RETELL liaison to attend occasional course sessions to answer district-specific questions.
* As ESE continues to hire instructors to deliver the Teacher SEI course, make sure successful applicants’ knowledge about SEI is as strong as that of the current instructors.

**Pace of Course Recommendations**

* Discontinue back-to-back sessions in future semesters.
* Build in adequate time during in-person sessions for deep and meaningful discussions when teachers can reflect on their experiences and learn from each other.

**Allocation of Time Recommendations**

* Sessions should be focused on classroom practice, with ample time to practice strategies, debrief classroom implementation of strategies from previous sessions, and receive feedback from instructors. To better ensure consistency in lecture time across sites and sessions, reduce the number of slides and provide structured time for practice-centered activities.
* Continue to provide time in small-group work, and practice applying strategies in every session.

**Clarity of Instruction Recommendations**

* All assignments should be located in one easy-to-find online list, organized by session number.
* Troubleshoot technical difficulties with the online platform and provide a save function so that people can save work before their session times out. If a save function already exists, add a pop-up reminder timed to occur before the session times out to help people remember to save their work in time.
* Plan sufficient time during Session 1 for people to get acquainted with the online platform, to practice using it, and to troubleshoot problems that may arise.

**Coherence Recommendations**

* Consider providing a differentiated course for special education teachers, with information specific to providing SEI to special education students who are also ELLs. If this is not possible, add supplementary materials to the manual or an online repository about how to integrate ELL-specific strategies with special education strategies for students who have been identified as having both special education and ELL instructional needs.
* Include some short activities in the course that explore what participants already know about various topics and what they would like to learn. Be sure to ask open-ended questions to determine misconceptions participants may have. Provide sufficient flexibility for instructors to be responsive to participants’ needs.
* Encourage districts to share all relevant data about ELLs with teachers.
* Explain to instructors the importance of communicating expectations for the online course during the face-to-face sessions, and linking content to preceding online sessions, even if there is only a little time to do so.

**Skills Transfer Recommendations**

* Module A appears to be largely devoted to establishing the theoretical and empirical bases for the rest of the course. Ensure that it also contains connections to participants’ educational practice by including instructional practices and strategies that link to the theory. Session 2 online discussion prompts are a good example of linking the theory to practice.
* Provide easy access to electronic templates that are modifiable.

**Viability of a Summer Course Recommendations**

* If a summer course is designed, consider requiring participants to complete some of the assignments with ELL students during the following academic semester.
* Consider offering summer workshops for teachers to plan, practice strategies, and take turns observing each other in a low-stakes environment.

**Course Assessment Recommendations**

* Conduct ongoing formative assessment on teachers’ classroom practice using classroom observations. Observations can be completed by peers, school ESL specialists, or administrators. Use the classroom observation protocol developed as part of this evaluation, which is aligned to elements in the course syllabus (see Appendix A).
* Provide sufficient time for activities and homework, so that teachers can reflect on what they are learning.
* Consider reconfiguring the assignments to give teachers more flexibility and to ensure that they are relevant to teachers’ educational contexts. For example, ESE might require a core set of assignments (e.g., the lesson plans) and let participants make their own choices from another set of assignments (e.g., individual strategy implementation, student shadowing, collaboration projects).
* Ensure that instructors communicate to participants how and when the rubrics will be used, and make sure the rubrics align with the assignments. Provide the rubrics in the participant manual.
* Provide enough time between assignments, so that instructors can reasonably provide feedback to each teacher before the next assignment is due.

**Strategy Implementation Recommendations**

* Convey to teachers that the purpose of the course is to prepare them to work with ELL students within a general-education context. They should be provided numerous examples to show how to incorporate strategies within this context.
* Make recordings of model teachers implementing strategies and make them available to course participants during and after the course. Also make available examples of lesson plans for different configurations of students, including configurations with general-education students.
* Provide class time to plan and practice strategies, so that teachers can get a feel for them and how long they take. Make sure they practice incorporating multiple strategies into a single lesson.
* Consider developing and providing participants with a complete list of the strategies discussed in the course, including each strategy’s purpose, approximate time spent planning and implementing, and troubleshooting advice. This list should be provided to participants as a resource at the beginning of the course to help them determine which strategies are most appropriate for their context. Have an ESL expert review the list before it is distributed.
* Provide realistic expectations about what each strategy should be able to accomplish in terms of student outcomes to prevent teachers from becoming disheartened about strategy implementation.

**Key Understandings Recommendations**

* Provide additional time during the session about writing language objectives, so that teachers can reflect on what they are and practice writing them.
* Provide information about the instructional needs of ELLs and particular strategies that target these needs. Explicitly distinguish these needs and strategies from those of the general student population.
* Provide an online repository of resources for teachers to use after the course has ended and they have had time to assimilate the information. Include the course slides as a resource.

# Conclusion

This evaluation provides a number of recommendations to improve the Teacher SEI Endorsement course. Many of these recommendations are minor, but they could be of great benefit to participants, such as providing copies of course slides and templates to participants. The most important recommendations, however, are those that will help move teachers from understanding SEI to being able to implement it daily in their own classrooms. The primary means for accomplishing this change in teachers’ practice is by providing an engaging, safe environment for them to learn about new skills, practice these skills and implement them in their own educational contexts, reflect on their experiences, and receive feedback from peers and the instructor. Some of the current course’s homework assignments do follow this sequence, but due to the course’s pacing and other demands, there is insufficient time to engage deeply in the process. We strongly recommend that ESE take steps to move this course to a level beyond increasing teachers’ knowledge, and create an environment for changing practice throughout the state.

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# Appendix A. Data Collection Instruments

## Face-to-Face Session Observation Protocol

|  |
| --- |
| **RETELL In-Class Observation Protocol** |
|  | **Date** | **Location** |
|  | **Instructor Name** |  |
|  | **Observer** |   |   |   |   |   |   |   |
|  | **Observation Start Time** |   |   |   |   |   |   |   |
|  | **# of Participants (15 min in)** |   |   |   |   |   |   |   |
|  | **Observation End Time** |   |   |   |   |   |   |   |
|  | **Topic** |   |   |   |   |   |   |   |

**Complete this section immediately after your observation. Rate each item below.**

|  |  |  | **Frequency** | **Quality** | **Notes** |
| --- | --- | --- | --- | --- | --- |
|  |  |  | Never | Sometimes | Almost Always | Poor | Acceptable | Excellent | N/A |   |   |   |
| **Session Introduction** |  | Instructor articulates goal of session and the effect the session should have on participants’ practice. |   |   |   |   |   |   |   |   |   |   |
|  | Instructor asks what participants would like to learn/know about the topic (or how much they already knew) |   |   |   |   |   |   |   |   |   |   |
|  | Instructor adjusts schedule to address these topics |   |   |   |   |   |   |   |   |   |   |
| **Instruction** |  | Instructor can be heard in the back of the room |   |   |   |   |   |   |   |   |   |   |
|  | Instructor responds directly to questions and comments |   |   |   |   |   |   |   |   |   |   |
|  | Instructor identifies prior conceptions and misconceptions about content |   |   |   |   |   |   |   |   |   |   |
|  | Instructor appears knowledgeable about content |   |   |   |   |   |   |   |   |   |   |
|  | Instructor offers additional instruction and/or clarification when a participant asks a question |   |   |   |   |   |   |   |   |   |   |
|  | Instructor gives a brief overview of the previous session and explains how the current session will build on what was learned. |   |   |   |   |   |   |   |   |   |   |
|  | **If the course follows an online session,** instructor gives an overview of the online component and summary of what should have been learned |   |   |   |   |   |   |   |   |   |   |
|  | **If the course follows an online session,** instructor summarizes the readings and asks if there are questions or concerns |   |   |   |   |   |   |   |   |   |   |
|  | Instructor uses clues from participants to speed up, slow down, or reengage |   |   |   |   |   |   |   |   |   |   |
|  | **If the course follows an online session,** instructor explains how the online content links to the content to be covered in the face-to-face session |   |   |   |   |   |   |   |   |   |   |
|  | Instructor gives overviews (when introducing topic, idea, activity) |   |   |   |   |   |   |   |   |   |   |
|  | Instructor gives summaries (at the end of a discussion, presentation, activity) |   |   |   |   |   |   |   |   |   |   |
|  | Participants question the usefulness of the course (e.g. “This is good information but I’m not sure it’s applicable to me/us/the real world.” “I don’t know. I think the old category training was sufficient.”) |   |   |   |   |   |   |   |   |   |   |
| **Pedagogy/Transferring Ideas to Practice** |  | Instructor discusses problems that might occur with classroom application and addresses them |   |   |   |   |   |   |   |   |   |   |
|  | Instructor promotes collaboration among participants |   |   |   |   |   |   |   |   |   |   |
|  | Instructor connects content to real-world contexts |   |   |   |   |   |   |   |   |   |   |
|  | Instructor uses stories to link theory to practice |   |   |   |   |   |   |   |   |   |   |
|  | Engagement with important ideas relevant to classroom practice |   |   |   |   |   |   |   |   |   |   |
|  | Participants discussed an example of how something would/would not work in their classroom |   |   |   |   |   |   |   |   |   |   |
|  | Participants asked clarifying questions about how something could be used in the classroom |   |   |   |   |   |   |   |   |   |   |
|  | Participants offered suggestions on how ideas could be applied in the classroom |   |   |   |   |   |   |   |   |   |   |
|  | Participants answered questions from other participants or commented on other participants’ questions/comments on classroom application |   |   |   |   |   |   |   |   |   |   |
| **Accessibility of Material** | **Readings** | Most participants completed the readings for the session |   |   |   |   |   |   |   |   |   |   |
| Participants reference readings during discussions |   |   |   |   |   |   |   |   |   |   |
| Participants state reading selections were useful or helpful |   |   |   |   |   |   |   |   |   |   |
| Participants ask clarifying questions about what the main ideas of reading selections were |   |   |   |   |   |   |   |   |   |   |
| **Activities** | When introducing activities, instructor states how the activity is connected to course goals |   |   |   |   |   |   |   |   |   |   |
| Participants seem to have trouble following the instructions for activities  |   |   |   |   |   |   |   |   |   |   |
| **Vocabulary** | Participants readily adopt the phrases used in the course to describe phenomena or ideas (e.g. “culturally responsive” or “affective filter”) |   |   |   |   |   |   |   |   |   |   |
| **PowerPoint** | Participants are engaged during PowerPoint presentations (see Overall Engagement for how to measure this) |   |   |   |   |   |   |   |   |   |   |
| Participants ask questions during or after PowerPoint presentations |   |   |   |   |   |   |   |   |   |   |
| Participants can see the presentation clearly |   |   |   |   |   |   |   |   |   |   |
| **Content** | Participants demonstrate some familiarity with much (30-40%) of the course content (e.g. if participants have heard of “culturally responsive practice” or “affective filter” they can understand what it is because they have witnessed or learned about it before--albeit by a different name) |   |   |   |   |   |   |   |   |   |   |
| **Overall Engagement** |  | Most participants look at the instructor as he/she is speaking |   |   |   |   |   |   |   |   |   |   |
|  | Most participants nod their heads in agreement as the instructor is speaking |   |   |   |   |   |   |   |   |   |   |
|  | Most participants take notes. |   |   |   |   |   |   |   |   |   |   |
|  | When instructor asks general questions to gauge understanding (e.g. “Is this clear?” “Are there any questions?”), most participants nod or answer verbally |   |   |   |   |   |   |   |   |   |   |
|  | Participants turn to the appropriate pages/sections of the instructional materials when instructed to do so |   |   |   |   |   |   |   |   |   |   |
|  | Most participants are sitting upright in their seats |   |   |   |   |   |   |   |   |   |   |
|  | Most participants are checking email, voicemail, texting, or surfing the internet for content unrelated to the course |   |   |   |   |   |   |   |   |   |   |
|  | Participants ask clarifying questions |   |   |   |   |   |   |   |   |   |   |
|  |  | Participants are flipping through later sections of the materials ahead of the instructor |   |   |   |   |   |   |   |   |   |   |
| **Pacing** |  | Participants are still reading earlier sections of materials (or discussing with another participant) although the instructor has moved on |   |   |   |   |   |   |   |   |   |   |
|  | Course activities are distributed evenly throughout session. |   |   |   |   |   |   |   |   |   |   |
| **Classroom Culture** |  | Participants and instructor challenged each other’s ideas |   |   |   |   |   |   |   |   |   |   |
|  | Instructor asks if there are questions and waits for participants to respond |   |   |   |   |   |   |   |   |   |   |
|  | Instructor uses phrases like “good point,” “I can understand your interpretation of that,” “great question,” “thanks for bringing that up,” or others |   |   |   |   |   |   |   |   |   |   |
|  | Instructor asks participants to “think about this,” or “what would you do if…,” “what’s a good way to handle…,” “why do you think that is,” or “what else would you like to know?” or others |   |   |   |   |   |   |   |   |   |   |
| **Assessment** |  | Participants receive explicit feedback on the work they complete in class, individual projects, and homework. |  |  |  |  |  |  |  |  |  |  |
| Participants engage fully with in class assessment activities. |  |  |  |  |  |  |  |  |  |  |
| Assessment activities, including class work, individual projects, and homework, are appropriate to session content. |  |  |  |  |  |  |  |  |  |  |
| **Next Steps** |  | Participants presented with clear next steps they could apply to continue to improve their skills |   |   |   |   |   |   |   |   |   |   |
|  | Participants provided with list of resources (websites, contact info, etc.) to help implement what was learned in the classroom |   |   |   |   |   |   |   |   |   |   |

**Complete this section during your observation. When you observe a listed action, note the start and end for each occurrence (as many as needed). You do not need to describe the activity itself unless it is of particular importance, in which case, you may use the notes section.**

|   |   |  | **Start** | **End** | **Start** | **End Time** | **Start** | **End** | **Start** | **End** | **Start** | **End** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Allocation of Time** |   | Instructor presenting/lecturing |   |   |   |   |   |   |   |   |   |   |
| Small group work/discussions |   |   |   |   |   |   |   |   |   |   |
| Individual work |   |   |   |   |   |   |   |   |   |   |
| Discussions of how to apply strategies being learned to classroom instruction |   |   |   |   |   |   |   |   |   |   |
| Practice applying strategies to classroom instruction |   |   |   |   |   |   |   |   |   |   |
| Whole class discussion |   |   |   |   |   |   |   |   |   |   |
| Participant questions |   |   |   |   |   |   |   |   |   |   |
| Summarizing and review |   |   |   |   |   |   |   |   |   |   |

**Complete this section during your observation. List examples of each that you observed. You may use the notes section to describe each in more detail.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|   |   |  | **Notes** |  |  |  |
| **Accessibility** |   | *Ah-ha moments* |  |  |  |  |
|   |  |  |  |  |
|   |  |  |  |  |
| Demonstrating understanding of key concepts and ideas during course | **Notes** |  |  |  |
|   |   |  |  |  |
|   |   |  |  |  |

**Complete this section AFTER your observation. Use examples of each that you observed to support your analysis.**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **Analysis** | **Supporting Examples** |
| **Transfer of Skills** | Based on what you observed in this session, what could the ***instructor*** have done to encourage more transfer of skills from the course to the classroom? |  |  |
| Based on what you observed in this session, what changes in ***content*** would encourage more transfer of skills from the course to the classroom? |  |  |
| **Viability of Summer course** | What aspects of the session you observed would need to be modified for viability as a summer course? (i.e., when teachers do not have students) |  |  |

## Online Session Observation Protocol

|  |
| --- |
| **RETELL Online Observation Protocol** |
| **Instructor Name** | **Session #** |
| **Observer** |   |   |   |   |   |   |   |
| **# of Participants**  |   |   |   |   |   |   |   |
| **Average # Posts per Participant** |   |   |   |   |   |   |   |
| **Topic** |   |   |   |   |   |   |   |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Complete this section immediately after your observation. Rate each item below.**  |  |  |  |  |

|  |  |  | **Occurrence** | **Quality** | **Notes** |
| --- | --- | --- | --- | --- | --- |
|  |  |  | Yes | No | N/A | Poor | Acceptable | Excellent | N/A |   |   |   |
| **Instruction** |  | The goal of session and the effect the session should have on participants' practice are provided |   |   |   |   |   |   |   |   |   |   |
| A brief overview of the previous session and an explanation of how the current session will build on what was learned are provided |   |   |   |   |   |   |   |   |   |   |
| Instruction explicitly addresses feedback from previous sessions  |   |   |   |   |   |   |   |   |   |   |
| Instruction identifies prior conceptions and misconceptions about content |   |   |   |   |   |   |   |   |   |   |
| Instructor's paper exhibits knowledge about content |   |   |   |   |   |   |   |   |   |   |
| Instructor offers additional instruction and/or clarification when a participant posts a question |   |   |   |   |   |   |   |   |   |   |
| Instructor's paper summarizes the readings and provides information about possible questions or concerns |   |   |   |   |   |   |   |   |   |   |
| Explanations of how the online content links to the content to be covered in the face-to-face sessions are provided |   |   |   |   |   |   |   |   |   |   |
| Overviews are provided (when introducing topic, idea, activity) |   |   |   |   |   |   |   |   |   |   |
| Summaries are provided (at the end of a discussion, presentation, activity) |   |   |   |   |   |   |   |   |   |   |
| Participant posts/comments are relevant to the stated requirements. |   |   |   |   |   |   |   |   |   |   |
| Participant comments question the usefulness of the course (e.g. "This is good information but I'm not sure it's applicable to me/us/the real world." "I don't know. I think the old category training was sufficient.") |   |   |   |   |   |   |   |   |   |   |

|  |  |   | **Frequency** | **Quality** | **Notes** |
| --- | --- | --- | --- | --- | --- |
|  |  |   | Never | Sometimes | Almost Always | Poor | Acceptable | Excellent | N/A |   |   |   |
| **Pedagogy/Transferring Ideas to Practice** |  | Instruction discusses problems that might occur with classroom application and addresses them |   |   |   |   |   |   |   |   |   |   |
|  | Instruction connects content to real-world contexts |   |   |   |   |   |   |   |   |   |   |
|  | Instruction incorporates stories/videos to link theory to practice |   |   |   |   |   |   |   |   |   |   |
|  | Engagement with important ideas relevant to classroom practice |   |   |   |   |   |   |   |   |   |   |
|  | Participants posted an example of how something would/would not work in their classroom |   |   |   |   |   |   |   |   |   |   |
|  | Participants posted clarifying questions about how something could be used in the classroom |   |   |   |   |   |   |   |   |   |   |
|  | Participants posted suggestions on how ideas could be applied in the classroom |   |   |   |   |   |   |   |   |   |   |
|  | Participants answered questions from other participants or commented on other participants' questions/comments on classroom application |   |   |   |   |   |   |   |   |   |   |
| **Accessibility of Material** | **Readings** | Most participants completed the readings for the session |   |   |   |   |   |   |   |   |   |   |
| Participants reference readings in their comments |   |   |   |   |   |   |   |   |   |   |
| Participants posted clarifying questions about what the main ideas of reading selections were |   |   |   |   |   |   |   |   |   |   |
| **Activities** | Activities are introduced with information about how the activity is connected to course goals |   |   |   |   |   |   |   |   |   |   |
| Participants complete the activities correctly (as the instructor intended) |   |   |   |   |   |   |   |   |   |   |
| **Vocabulary** | Participants readily adopt the phrases used in the course in their comments (e.g. "culturally responsive" or "affective filter") |   |   |   |   |   |   |   |   |   |   |
| **Materials** | The PowerPoint slides are easy to follow. |   |   |   |   |   |   |   |   |   |   |
| Course materials are easy to navigate. |   |   |   |   |   |   |   |   |   |   |
| **Participation** | Participants have an opportunity to ask clarifying questions |   |   |   |   |   |   |   |   |   |   |
| Participants have an opportunity to respond to discussion questions |   |   |   |   |   |   |   |   |   |   |
| **Overall Engagement** |  | Participants use online tools to indicate participation |   |   |   |   |   |   |   |   |   |   |
|  | Participants complete session requirements by posting online and responding to other participants' posts |   |   |   |   |   |   |   |   |   |   |
| **Pacing** |  | Participants can cover all materials in the allotted session time (2-3 hours). |   |   |   |   |   |   |   |   |   |   |
|  | Course activities are distributed evenly through session topics. |   |   |   |   |   |   |   |   |   |   |
| **Classroom Culture** |  | Participants and instructor challenged each others’ ideas in posts |   |   |   |   |   |   |   |   |   |   |
|  | Comment prompts encourage participants to "think about this", or "what would you do if…", "what's a good way to handle…", "why do you think that is", or "what else would you like to know?", or others |   |   |   |   |   |   |   |   |   |   |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  | **Occurrence** | **Quality** | **Notes** |
|  |  |  | Yes | No | N/A | Poor | Acceptable | Excellent | N/A |   |   |   |
| **Assessment** |  | Participants receive substantive feedback on the work they complete online. |   |   |   |   |   |   |   |   |   |   |
|  | Participants receive timely feedback on the work they complete online. |   |   |   |   |   |   |   |   |   |   |
|  | Participants engage fully with in online assessment activities. |   |   |   |   |   |   |   |   |   |   |
|  | Assessment activities, including online work, individual projects, and homework, are appropriate to session content. |   |   |   |   |   |   |   |   |   |   |
| **Next Steps** |  | Participants presented with clear next steps they could apply to continue to improve their skills |   |   |   |   |   |   |   |   |   |   |
|  | Participants provided with list of resources (websites, contact info, etc) to help implement what was learned in the classroom |   |   |   |   |   |   |   |   |   |   |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Complete this section as you are completing the online observation. When you observe a listed action, note the duration, if applicable. You do not need to describe the activity itself unless it is of particular importance, in which case, you may use the notes section.** |
|   |   |  | **Duration** | **Duration** | **Duration** | **Duration** | **Duration** |
| **Allocation of Time** |   | PowerPoint presentation |   |   |   |   |   |   |   |   |
| Participant discussions |   |   |   |   |   |   |   |   |
| Individual work |   |   |   |   |   |   |   |   |
| Practice applying strategies to classroom instruction |   |   |   |   |   |   |   |   |
| Participant questions |   |   |   |   |   |   |   |   |
| Summarizing and review |   |   |   |   |   |   |   |   |
|  |  |  |  |  |  |  |  |  |  |  |  |  |

**Complete this section during your observation. List examples of each that you observed. You may use the notes section to describe each in more detail.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|   |   |  | **Notes** |  |  |  |
| **Accessibility** |   | *Ah-ha moments* |  |  |  |  |
|   |  |  |  |  |
|   |  |  |  |  |
| Demonstrating understanding of key concepts and ideas during course | **Notes** |  |  |  |
|   |   |  |  |  |
|   |   |  |  |  |

**Complete this section AFTER your observation. Use examples of each that you observed to support your analysis.**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **Analysis** | **Supporting Examples** |
| **Transfer of Skills** | Based on what you observed in this session, what could the ***instructor*** have done to encourage more transfer of skills from the course to the classroom? |  |  |
| Based on what you observed in this session, what changes in ***content*** would encourage more transfer of skills from the course to the classroom? |  |  |
| **Viability of Summer course** | What aspects of the session you observed would need to be modified for viability as a summer course? (i.e., when teachers do not have students) |  |  |

## Teacher SEI Endorsement Course Participant Survey (Mid-Course)

|  |
| --- |
| **PART I: Face-to-Face Portion of the Teacher SEI Endorsement Course**  |

This first set of questions asks about your face-to-face time in class with an instructor.

1. Select the one rating that best reflects your opinion of the pace of the course so far.
* Much too slow
* A little too slow
* Just right
* A little too fast
* Much too fast

Comments:

1. Circle the activities from this list that are most useful to you in the course.

|  |  |
| --- | --- |
| *Instructor presenting/lecturing* | *Interacting with colleagues* |
| *Small group work/discussions* | *Individual work (in class)* |
| *Discussion around how to apply strategies being learned to classroom instruction* | *Individual work (homework)* |
| *Practice during the course applying strategies to classroom instruction* | *Reading* |
| *Whole class discussion* | *Videos* |

1. Circle the activities from this list that are least useful to you in the course.

|  |  |
| --- | --- |
| *Instructor presenting/lecturing* | *Interacting with colleagues* |
| *Small group work/discussions* | *Individual work (in class)* |
| *Discussion around how to apply strategies being learned to classroom instruction* | *Individual work (homework)* |
| *Practice during the course applying strategies to classroom instruction* | *Reading* |
| *Whole class discussion* | *Videos* |

|  |
| --- |
|  **PART II: Online Portion of the Teacher SEI Endorsement Course** |

This set of questions asks you about your experience with the online portion of the course.

1. Circle the activities from this list that are most useful to you in the online portion of the course.

|  |  |
| --- | --- |
| *PowerPoint presentations* | *Interactions with the instructor* |
| *Activities* | *Illustration of how strategies can be applied to the classroom* |
| *Assignments* | *Reading* |

1. Circle the activities from this list that are least useful to you in the online portion of the course.

|  |  |
| --- | --- |
| *PowerPoint presentations* | *Interactions with the instructor* |
| *Activities* | *Illustration of how strategies can be applied to the classroom* |
| *Assignments* | *Reading* |

|  |
| --- |
| **PART III: All Aspects of the Teacher SEI Endorsement Course** |

This final set of questions asks you to consider the course as a whole.

1. Select the rating that best reflects how strongly you agree or disagree with each of the following statements. Select only one rating for each statement.

|  | **Strongly Disagree** | **Disagree** | **Agree** | **Strongly Agree** |
| --- | --- | --- | --- | --- |
| In general, the readings are too academic. | **○** | **○** | **○** | **○** |
| In general, the readings are related to the course content. | **○** | **○** | **○** | **○** |
| In general, the readings are easy to understand. | **○** | **○** | **○** | **○** |
| In general, the readings are applicable to my instruction of English language learners. | **○** | **○** | **○** | **○** |
| In general, the readings help me to better understand sheltered English instruction. | **○** | **○** | **○** | **○** |
| *Comments:* |  |  |  |  |

1. Select the rating that best reflects how well the instructor does each of the following. Select only one rating for each activity.

|  | **Poorly** | **Adequately** | **Well** | **Very well** | **Did Not Observe** |
| --- | --- | --- | --- | --- | --- |
| Summarizes readings | **○** | **○** | **○** | **○** | **○** |
| Gives instructions | **○** | **○** | **○** | **○** | **○** |
| Facilitates discussions | **○** | **○** | **○** | **○** | **○** |
| Responds to questions | **○** | **○** | **○** | **○** | **○** |
| Handles difference of opinion | **○** | **○** | **○** | **○** | **○** |
| Links instructional materials (e.g., readings) to the main ideas being presented | **○** | **○** | **○** | **○** | **○** |
| *Comments:* |

1. Select one rating that best reflects how strongly you agree or disagree with each of the statements listed below. Select only one rating for each statement.

|  | **Strongly Disagree** | **Disagree** | **Agree** | **Strongly Agree** |
| --- | --- | --- | --- | --- |
| My instructor is knowledgeable about sheltered English instruction. | **○** | **○** | **○** | **○** |
| I am learning skills that I can apply directly to in my own classroom.  | **○** | **○** | **○** | **○** |
| I am given opportunities to practice instructional strategies. | **○** | **○** | **○** | **○** |
| The content of this course enhances what I already know about sheltered English instruction. | **○** | **○** | **○** | **○** |
| The content of this course repeats what I’ve already learned about sheltered English instruction. | **○** | **○** | **○** | **○** |
| This course is a good use of my time. | **○** | **○** | **○** | **○** |
| *Comments:* |

1. Select the rating that best reflects how much you think the course so far has contributed to your understanding of each of the following topics. Select only one rating for each statement.

|  | **Not At All** | **A Little** | **A Fair Amount** | **A Great Deal** | **Topic not addressed** |
| --- | --- | --- | --- | --- | --- |
| How to meet the needs of ELLs in the classroom | **○** | **○** | **○** | **○** | **○** |
| Vocabulary instruction for ELLs | **○** | **○** | **○** | **○** | **○** |
| How ELLs acquire a second language | **○** | **○** | **○** | **○** | **○** |
| The social and cultural issues that affect ELL students | **○** | **○** | **○** | **○** | **○** |
| How to apply sheltered English instruction to reading and writing instruction in the classroom | **○** | **○** | **○** | **○** | **○** |
| How to differentiate instruction when working with ELLs at various English proficiency levels | **○** | **○** | **○** | **○** | **○** |
| How to address the needs of diverse ELL populations | **○** | **○** | **○** | **○** | **○** |
| How to assess ELLs in the content areas | **○** | **○** | **○** | **○** | **○** |
| How to teach academic language to ELLs | **○** | **○** | **○** | **○** | **○** |
| *Comments:* |

1. What do you like most about this course? What would you have like to do more of?

## Teacher SEI Endorsement Course Participant Survey (Final)

|  |
| --- |
| **Background Information** |

District: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SEI Endorsement course instructor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| **PART I: Face-to-Face Portion of the Teacher SEI Endorsement Course**  |

This first set of questions asks about your face-to-face time in class with an instructor.

1. Select the one rating that best reflects your opinion of the pace of the course.
* Much too slow
* A little too slow
* Just right
* A little too fast
* Much too fast

Comments:

1. Circle the activities from this list that were most useful to you in the course.

|  |  |
| --- | --- |
| *Instructor presenting/lecturing* | *Interacting with colleagues* |
| *Small group work/discussions* | *Individual work (in class)* |
| *Discussion around how to apply strategies being learned to classroom instruction* | *Individual work (homework)* |
| *Practice during the course applying strategies to classroom instruction* | *Reading* |
| *Whole class discussion* | *Videos* |

1. Circle the activities from this list that were least useful to you in the course.

|  |  |
| --- | --- |
| *Instructor presenting/lecturing* | *Interacting with colleagues* |
| *Small group work/discussions* | *Individual work (in class)* |
| *Discussion around how to apply strategies being learned to classroom instruction* | *Individual work (homework)* |
| *Practice during the course applying strategies to classroom instruction* | *Reading* |
| *Whole class discussion* | *Videos* |

|  |
| --- |
|  **PART II: Online Portion of the Teacher SEI Endorsement Course** |

This set of questions asks you about your experience with the online portion of the course.

1. Circle the activities from this list that were most useful to you in the online portion of the course.

|  |  |
| --- | --- |
| *PowerPoint presentations* | *Interactions with the instructor* |
| *Activities* | *Illustration of how strategies can be applied to the classroom* |
| *Assignments* | *Reading* |

1. Circle the activities from this list that were least useful to you in online portion of the course.

|  |  |
| --- | --- |
| *PowerPoint presentations* | *Interactions with the instructor* |
| *Activities* | *Illustration of how strategies can be applied to the classroom* |
| *Assignments* | *Reading* |

1. Select one rating that best reflects how strongly you agree or disagree with each of the statements listed below. Select only one rating for each statement.

|  | **Strongly Disagree** | **Disagree** | **Agree** | **Strongly Agree** | **Not Applicable** |
| --- | --- | --- | --- | --- | --- |
| The PowerPoint presentations were easy to follow. | **○** | **○** | **○** | **○** | **○** |
| I felt as engaged in the online content as I was in the face-to-face session. | **○** | **○** | **○** | **○** | **○** |
| I found it easy to navigate the course materials. | **○** | **○** | **○** | **○** | **○** |
| I used the online platform to communicate with other participants when not required. | **○** | **○** | **○** | **○** | **○** |
| The instructor made a clear connection between the online and face-to-face content. | **○** | **○** | **○** | **○** | **○** |

1. Please tell us what changes you think would make the online portion of the Teacher SEI Endorsement course more useful for educators. Please be as candid as possible.

|  |
| --- |
| **PART III: Instructor, Course Activities, and Classroom Culture** |

This set of questions asks you to rate the instructor, materials, and classroom culture of the course.

1. Select the rating that best reflects how often the lead instructor did each of the activities listed below. Select only one rating for each activity.

|  | **Never** | **Rarely** | **Sometimes** | **Frequently** | **Not Applicable** |
| --- | --- | --- | --- | --- | --- |
| Slowed down or moved on based upon the mood in the room | **○** | **○** | **○** | **○** | **○** |
| Demonstrated excitement about the content | **○** | **○** | **○** | **○** | **○** |
| Engaged participants to ask questions and/or share expertise | **○** | **○** | **○** | **○** | **○** |
| Checked for understanding | **○** | **○** | **○** | **○** | **○** |
| Posted course goals and objectives | **○** | **○** | **○** | **○** | **○** |
| *Comments:* |

1. Select the rating that best reflects how well the instructor did each of the following. Select only one rating for each activity.

|  | **Poorly** | **Adequately** | **Well** | **Very well** | **Did Not Observe** |
| --- | --- | --- | --- | --- | --- |
| Summarized readings | **○** | **○** | **○** | **○** | **○** |
| Gave instructions | **○** | **○** | **○** | **○** | **○** |
| Facilitated discussions | **○** | **○** | **○** | **○** | **○** |
| Responded to questions | **○** | **○** | **○** | **○** | **○** |
| Handled difference of opinion | **○** | **○** | **○** | **○** | **○** |
| Linked instructional materials (e.g., readings) to the main ideas being presented | **○** | **○** | **○** | **○** | **○** |
| *Comments:* |

|  |
| --- |
| **PART IV: All Aspects of the Teacher SEI Endorsement Course** |

This final set of questions asks you to consider the course as a whole.

1. Select the rating that best reflects how strongly you agree or disagree with each of the following statements. Select only one rating for each statement.

|  | **Strongly Disagree** | **Disagree** | **Agree** | **Strongly Agree** |
| --- | --- | --- | --- | --- |
| In general, the readings were too academic. | **○** | **○** | **○** | **○** |
| In general, the readings were related to the course content. | **○** | **○** | **○** | **○** |
| In general, the readings were easy to understand. | **○** | **○** | **○** | **○** |
| In general, the readings were applicable to my instruction of English language learners. | **○** | **○** | **○** | **○** |
| In general, the readings helped me to better understand sheltered English instruction. | **○** | **○** | **○** | **○** |
| *Comments:* |  |  |  |  |

1. Select one rating that best reflects how strongly you agree or disagree with each of the statements listed below. Select only one rating for each statement.

|  | **Strongly Disagree** | **Disagree** | **Agree** | **Strongly Agree** |
| --- | --- | --- | --- | --- |
| My instructor is knowledgeable about sheltered English instruction. | **○** | **○** | **○** | **○** |
| I was taught skills that I can apply directly to in my own classroom.  | **○** | **○** | **○** | **○** |
| I was given opportunities to practice instructional strategies. | **○** | **○** | **○** | **○** |
| The content of this course enhances what I already know about sheltered English instruction. | **○** | **○** | **○** | **○** |
| The content of this course repeats what I’ve already learned about sheltered English instruction. | **○** | **○** | **○** | **○** |
| This course was a good use of my time. | **○** | **○** | **○** | **○** |
| *Comments:* |

1. Select the rating that most accurately reflects how relevant you found each of the following aspects of the course for your instruction of English language learners. Select only one rating for each statement.

|  | **Not Relevant** | **A Little Relevant** | **Pretty Relevant** | **Very Relevant** | **Did not occur** |
| --- | --- | --- | --- | --- | --- |
| The instructor’s face-to-face presentations | **○** | **○** | **○** | **○** | **○** |
| Interactions with colleagues during the face-to-face portion of the course | **○** | **○** | **○** | **○** | **○** |
| The online portion of the course | **○** | **○** | **○** | **○** | **○** |
| Posting comments and responses online | **○** | **○** | **○** | **○** | **○** |
| Interactions with colleagues during the online portion of the course (e.g., e-mails, comments) | **○** | **○** | **○** | **○** | **○** |
| Online interactions with the instructor apart from the online presentations | **○** | **○** | **○** | **○** | **○** |
| *Comments:* |

1. Select the rating that best reflects how much you think the course so far has contributed to your understanding of each of the following topics. Select only one rating for each statement.

|  | **Not At All** | **A Little** | **A Fair Amount** | **A Great Deal** | **Topic not addressed** |
| --- | --- | --- | --- | --- | --- |
| How to meet the needs of ELLs in the classroom | **○** | **○** | **○** | **○** | **○** |
| Vocabulary instruction for ELLs | **○** | **○** | **○** | **○** | **○** |
| How ELLs acquire a second language | **○** | **○** | **○** | **○** | **○** |
| The social and cultural issues that affect ELL students | **○** | **○** | **○** | **○** | **○** |
| How to apply sheltered English instruction to reading and writing instruction in the classroom | **○** | **○** | **○** | **○** | **○** |
| How to differentiate instruction when working with ELLs at various English proficiency levels | **○** | **○** | **○** | **○** | **○** |
| How to address the needs of diverse ELL populations | **○** | **○** | **○** | **○** | **○** |
| How to assess ELLs in the content areas | **○** | **○** | **○** | **○** | **○** |
| How to teach academic language to ELLs | **○** | **○** | **○** | **○** | **○** |
| *Comments:* |

1. What did you like most about this course? What would you have liked to do more of?
2. Is there anything else you would like to share with us to help us improve the Teacher SEI Endorsement course?

|  |
| --- |
| **PART V: Future Training [*ADDITIONAL QUESTIONS FROM ESE*]** |

The next few questions will help the Department of Elementary and Secondary Education design future SEI professional development opportunities to support you as you integrate SEI practices into your teaching.

1. When offered with at least a week between sessions, what best describes the amount of work (assignments and readings) required to complete the course?
* Overwhelming workload
* Moderate workload
* Workload not rigorous enough

*Comments:*

1. If, in the next 18 months, you would be likely to enroll in a course or workshop to extend and deepen your SEI knowledge/skills, please select up to **three**  options below in which you would be most likely to enroll.

|  |  |
| --- | --- |
|  |  Check up to three options  |
| SEI in Education Evaluation |  |
| Teacher Leadership for ESL/ELL Teachers |  |
| Understanding Language for Content Instruction |  |
| SEI Implementation Workshop |  |
| Curriculum Development with WIDA Standards |  |
| Family Engagement and Culture |  |
| Promoting Academic Language Development – Early Learners |  |
|  Promoting Academic Language Development –SIFE |  |
|  Promoting Academic Language Development – Secondary Newcomers |  |
| Promoting Academic Language Development – ELLs with Disabilities |  |
| Including ELLs in MTSS |  |
| Making Effective Use of ACCESS Data |  |
| Other\_\_\_\_\_\_\_\_\_\_\_ |  |
| Other\_\_\_\_\_\_\_\_\_\_\_ |  |

1. In the next 18 months, how likely would you be to enroll in the following?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Not Likely to Enroll | Somewhat likely to enroll | Very likely to enroll | Definitely planning to enroll |
| Another graduate level course focused on dimensions of SEI |  |  |  |  |
| One or more short workshop (15 hours or shorter) extending your SEI knowledge/skill |  |  |  |  |

1. How likely would you be to make use of the following professional development /instructional resources:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Not likely to make use of this | Somewhat likely to make use of this | Very likely to make use of this | Would definitely make use of this |
| An online Professional Learning Network in which you could share SEI strategies and resources with other educators who teach at the same level and/or the same subjects you do, and in which you could access an SEI expert with your questions of practice |  |  |  |  |
| Subject and grade-specific resources for the wall or the LCD projector providing key academic vocabulary translated into Spanish, Portuguese, Chinese, etc. |  |  |  |  |

1. What format do you prefer for professional development?
* Fully Online
* Blended Learning
* Face-to-Face
1. Please share any ideas you have for how you can continue to extend your knowledge and practice of SEI beyond the Endorsement Course.

## Participant Focus Group Protocol

|  |  |
| --- | --- |
| **District/Location:** | **Interviewer:** |
| **Interviewees:** | **Date/Time:** |

**Background Information**

1. Please briefly describe your background as a teacher.

*Prompts:* How many years have you been in education? What grade(s) do you teach? What subject(s) do you teach?

1. What has been your experience with English language learners in your classroom or your school?
2. Please describe your previous preparation to work with ELLs in your classroom.

*Examples:* previous PD, pre-service training, previous work as a paraprofessional

1. Why did you sign up for this course?

**Teacher SEI Endorsement Course Relevance**

1. Is this course useful to you in terms of what you experience on a day to day basis in your own classroom?

*If yes:* How?

*If no:* Why not? What would make it more useful?

1. Are there any topics, activities, or skills that you have taken from this course and implemented in your own classroom?

*If yes:* Which topics, activities, or skills have you implemented? Why did you choose those and not others?

*If no:* Why not? What would make you more likely to implement topics, activities, or skills from this course?

**Teacher SEI Endorsement Course Delivery**

1. Are you satisfied with the way the course is being delivered? What types of improvements to the instruction or content would you suggest?

**Teacher SEI Endorsement Course Outcomes**

1. Do you feel prepared to work with ELLs in your mainstream classroom?

*If yes:* What has made you feel prepared? Did you get training from places other than the Teacher SEI Endorsement course that made you feel prepared?

*If no:* What additional things would you need to learn or do to become prepared to work with ELLs?

1. If you have ELLs in your classroom, have you seen any effects of your training on their achievement or academic outcomes?

*If yes:* To what do you attribute these changes?

*If no:* Why do you think there haven’t been any effects?

## Participant Classroom Observation Protocol

|  |  |
| --- | --- |
| **District/Location:** | **Observer:** |
| **Teacher:** | **Date:** |
| **Observation Start Time:** | **Observation End Time:** |
| **Number of Students:** | **Number of ELLs:** | **Proficiency Levels:** |
| **Description of Classroom Instruction and Challenges from Teacher Pre-Observation Interview:** |
| **Notes (first 10 minutes of observation):***(Include what the teacher is doing, what the students are doing, and any observed interactions.*) |

***Directions:* Write notes for each of the following items for the next 20–30 minutes of instruction. After the observation, rate each item using the scale provided and note any recommendations.**

**Classroom Interaction**

|  | **Almost Always (3)** | **Sometimes****(2)** | **Rarely****(1)** | **Did Not Observe (0)** |
| --- | --- | --- | --- | --- |
| 1. Provides clear content and language objectives | **○** | **○** | **○** | **○** |
| NOTES: |  |  |  |  |
| 2. Incorporates students’ responses, ideas, examples, and experiences into lesson | **○** | **○** | **○** | **○** |
| NOTES: |  |  |  |  |
| 3. Provides structured opportunities for peer interaction | **○** | **○** | **○** | **○** |
| NOTES: |  |  |  |  |
| 4. Provides structured opportunities for ELLs to speak | **○** | **○** | **○** | **○** |
| NOTES: |  |  |  |  |
| 5. Treats ELLs with respect | **○** | **○** | **○** | **○** |
| NOTES: |  |  |  |  |
| 6. Provides sufficient wait time for ELLs to respond to questions | **○** | **○** | **○** | **○** |
| NOTES: |  |  |  |  |
| 7. Gives students oral prompts to help them elaborate their answers without answering for them (e.g., *How do you know? Why do you think that?*) | **○** | **○** | **○** | **○** |
| NOTES: |  |  |  |  |
| 8. Engages ELLs in meaningful interactions about text/concepts | **○** | **○** | **○** | **○** |
| NOTES: |  |  |  |  |
| 9. Calls on a range of students/elicits responses from all students | **○** | **○** | **○** | **○** |
| NOTES: |  |  |  |  |

**Comprehension Support**

|  | **Almost Always (3)** | **Sometimes****(2)** | **Rarely****(1)** | **Did Not Observe (0)** |
| --- | --- | --- | --- | --- |
| 10. Provides prompts and cues in how to use strategies, skills, and concepts (e.g., guided practice, scaffolds, steps, and procedures) | **○** | **○** | **○** | **○** |
| NOTES: |  |  |  |  |
| 11. Provides support or scaffolds for ELLs during independent work and reading | **○** | **○** | **○** | **○** |
| NOTES: |  |  |  |  |
| 12. Asks text-dependent questions that lead students from the word level to the text level | **○** | **○** | **○** | **○** |
| NOTES: |  |  |  |  |
| 13. Breaks tasks into smaller/simpler components to increase comprehension | **○** | **○** | **○** | **○** |
| NOTES: |  |  |  |  |
| 14. Modifies assignments to promote comprehension, but without reducing the cognitive difficulty of the task | **○** | **○** | **○** | **○** |
| NOTES: |  |  |  |  |
| 15. Restates information and instructions to make concepts comprehensible | **○** | **○** | **○** | **○** |
| NOTES: |  |  |  |  |
| 16. Uses a variety of modalities (e.g., visuals, manipulatives, music, physical activity) to teach content | **○** | **○** | **○** | **○** |
| NOTES: |  |  |  |  |
| 17. Provides differentiated writing tasks that are appropriate for ELLs’ proficiency levels | **○** | **○** | **○** | **○** |
| NOTES: |  |  |  |  |
| 18. Addresses potential gaps in ELLs’ background knowledge | **○** | **○** | **○** | **○** |
| NOTES: |  |  |  |  |

**Language Instruction**

|  | **Almost Always (3)** | **Sometimes****(2)** | **Rarely****(1)** | **Did Not Observe (0)** |
| --- | --- | --- | --- | --- |
| 19. Teaches word-learning strategies (or there is evidence that students have been taught word-learning strategies) such as morphology, context clues, cognates | **○** | **○** | **○** | **○** |
| NOTES: |  |  |  |  |
| 20. Fosters word consciousness through rich metacognitive discussions about language  | **○** | **○** | **○** | **○** |
| NOTES: |  |  |  |  |
| 21. Teaches difficult vocabulary prior to the lesson | **○** | **○** | **○** | **○** |
| NOTES: |  |  |  |  |
| 22. Provides additional vocabulary support during lesson (e.g., pointing out cognates, providing glossaries, explaining terms) | **○** | **○** | **○** | **○** |
| NOTES: |  |  |  |  |
| 23. Provides explicit instruction in English language grammar | **○** | **○** | **○** | **○** |
| NOTES: |  |  |  |  |
| 24. Engages ELLs in tasks in all four domains (reading, writing, speaking, and listening), with a priority on developing skills in one domain | **○** | **○** | **○** | **○** |
| NOTES: |  |  |  |  |

**Formative Assessment**

|  | **Almost Always (3)** | **Sometimes****(2)** | **Rarely****(1)** | **Did Not Observe (0)** |
| --- | --- | --- | --- | --- |
| 25. Achieves high level of response accuracy from ELLs in context of lesson objects (e.g., spelling accuracy on a spelling test, accurate oral responses during a class discussion) | **○** | **○** | **○** | **○** |
| NOTES: |  |  |  |  |
| 26. Provides feedback (oral and written) to students about specific aspects of their performance (i.e., not just “good” or “wrong”) | **○** | **○** | **○** | **○** |
| NOTES: |  |  |  |  |
| 27. Engages in *ongoing* monitoring of student performance *during* lesson, including the use of a variety of formative assessment types | **○** | **○** | **○** | **○** |
| NOTES: |  |  |  |  |
| 28. Checks student comprehension by asking questions throughout lesson | **○** | **○** | **○** | **○** |
| NOTES: |  |  |  |  |

**English Language Learners**

|  | **Almost Always (3)** | **Sometimes****(2)** | **Rarely****(1)** | **Did Not Observe (0)** |
| --- | --- | --- | --- | --- |
| 29. Appear engaged in lesson | **○** | **○** | **○** | **○** |
| NOTES: |  |  |  |  |
| 30. Appear able to complete lesson tasks | **○** | **○** | **○** | **○** |
| NOTES: |  |  |  |  |

***Scoring***

* For individual teachers, add up all of the points within a section and look for changes in each section score across multiple observations (ideally over several months).
* For schools, average all of the points in each section.

|  |  |
| --- | --- |
| **Section** | **Section Score** |
| **Classroom Interaction** | **27** |
| *Recommendations:*  |
| **Comprehension Support** | **27** |
| *Recommendations:*  |
| **Language Instruction** | **18** |
| *Recommendations:*  |
| **Formative Assessment** | **12** |
| *Recommendations:*  |
| **English Language Learners** | **6** |
| *Recommendations:*  |

# Appendix B. Survey Results

## Participant Mid-Course Survey Results

|  |  |  |
| --- | --- | --- |
| **1. Select the one rating that best reflects your opinion of the pace of the course.** | ***n*** | ***%*** |
| Much too slow | 2 | 1% |
| A little too slow | 14 | 6% |
| Just right | 32 | 14% |
| A little too fast | 62 | 27% |
| Much too fast | 109 | 47% |
| *No Answer* | 12 | 5% |
| ***TOTAL*** | **231** | **100%** |

|  |  |
| --- | --- |
| **2. Circle the activities from this list that are most useful to you in the course.**  |  ***n*** |
| Interacting with colleagues | 154 |
| Discussion around how to apply strategies  | 145 |
| Small group work/discussions | 120 |
| Practice during the course applying strategies  | 101 |
| Instructor presenting/lecturing | 92 |
| Whole class discussion | 78 |
| Reading | 44 |
| Videos | 41 |
| Individual work (in class) | 23 |
| Individual work (homework) | 17 |
| *No Answer* | 2 |

|  |  |
| --- | --- |
| **3. Circle the activities from this list that are least useful to you in the course.** |  ***n*** |
| Individual work (homework) | 136 |
| Reading | 96 |
| Individual work (in class) | 89 |
| Instructor presenting/lecturing | 60 |
| Whole class discussion | 46 |
| Videos | 45 |
| Small group work/discussions | 24 |
| Practice during the course applying strategies | 19 |
| Interacting with colleagues | 7 |
| Discussion around how to apply strategies | 6 |
| *No Answer* | 7 |

|  |  |
| --- | --- |
| **4. Circle the activities from this list that are most useful to you in the online portion of the course.** |  ***n*** |
| Illustration of how strategies can be applied | 150 |
| PowerPoint presentations | 78 |
| Activities | 75 |
| Reading | 57 |
| Interactions with the instructor | 44 |
| Assignments | 25 |
| *No Answer* | 15 |

|  |  |
| --- | --- |
| **5. Circle the activities from this list that are least useful to you in the online portion of the course.** |  ***n*** |
| Assignments | 130 |
| Reading | 94 |
| PowerPoint presentations | 82 |
| Interactions with the instructor | 50 |
| Activities | 41 |
| Illustration of how strategies can be applied to the classroom | 16 |
| *No Answer* | 11 |

|  |
| --- |
| **6. Select the rating that best reflects how strongly you agree or disagree with each of the following statements.**  |
| In general, the readings are too academic. | ***n*** | ***%*** |
| Strongly Disagree | 14 | 6% |
| Disagree | 111 | 48% |
| Agree | 61 | 26% |
| Strongly Agree | 39 | 17% |
| *No Answer* | 6 | 3% |
| ***TOTAL*** | **231** | **100%** |
| In general, the readings are related to the course content. | ***n*** | ***%*** |
| Strongly Disagree | 6 | 3% |
| Disagree | 16 | 7% |
| Agree | 175 | 76% |
| Strongly Agree | 28 | 12% |
| *No Answer* | 6 | 3% |
| ***TOTAL*** | **231** | **100%** |
| In general, the readings are easy to understand. | ***n*** | ***%*** |
| Strongly Disagree | 15 | 6% |
| Disagree | 55 | 24% |
| Agree | 138 | 60% |
| Strongly Agree | 16 | 7% |
| *No Answer* | 7 | 3% |
| ***TOTAL*** | **231** | **100%** |
| In general, the readings are applicable to my instruction of English language learners. | ***n*** | ***%*** |
| Strongly Disagree | 28 | 12% |
| Disagree | 51 | 22% |
| Agree | 130 | 56% |
| Strongly Agree | 13 | 6% |
| *No Answer* | 9 | 4% |
| ***TOTAL*** | **231** | **100%** |
| In general, the readings help me to better understand sheltered English instruction. | ***n*** | ***%*** |
| Strongly Disagree | 16 | 7% |
| Disagree | 55 | 24% |
| Agree | 138 | 60% |
| Strongly Agree | 15 | 6% |
| *No Answer* | 7 | 3% |
| ***TOTAL*** | **231** | **100%** |

|  |
| --- |
| **7. Select the rating that best reflects how well the instructor does each of the following.**  |
| Summarizes readings | ***n*** | ***%*** |
| Poorly | 27 | 12% |
| Adequately | 69 | 30% |
| Well | 50 | 22% |
| Very Well | 57 | 25% |
| *Did not observe/no answer* | 28 | 12% |
| ***TOTAL*** | **231** | **100%** |
| Gives instructions | ***n*** | ***%*** |
| Poorly | 44 | 19% |
| Adequately | 67 | 29% |
| Well | 48 | 21% |
| Very Well | 66 | 29% |
| *Did not observe/no answer* | 6 | 3% |
| ***TOTAL*** | **231** | **100%** |
| Facilitates discussions | ***n*** | ***%*** |
| Poorly | 8 | 3% |
| Adequately | 63 | 27% |
| Well | 58 | 25% |
| Very Well | 92 | 40% |
| *Did not observe/no answer* | 10 | 4% |
| ***TOTAL*** | **231** | **100%** |
| Responds to questions | ***n*** | ***%*** |
| Poorly | 29 | 13% |
| Adequately | 56 | 24% |
| Well | 49 | 21% |
| Very Well | 90 | 39% |
| *Did not observe/no answer* | 7 | 3% |
| ***TOTAL*** | **231** | **100%** |
| Handles difference of opinion | ***n*** | ***%*** |
| Poorly | 10 | 4% |
| Adequately | 40 | 17% |
| Well | 50 | 22% |
| Very Well | 107 | 46% |
| *Did not observe/no answer* | 24 | 10% |
| ***TOTAL*** | **231** | **100%** |
| Links instructional materials to the main ideas being presented | ***n*** | ***%*** |
| Poorly | 26 | 11% |
| Adequately | 75 | 32% |
| Well | 52 | 23% |
| Very Well | 70 | 30% |
| *Did not observe/no answer* | 8 | 3% |
| ***TOTAL*** | **231** | **100%** |

|  |
| --- |
| **8. Select one rating that best reflects how strongly you agree or disagree with each of the statements listed below.** |
| My instructor is knowledgeable about sheltered English instruction. | ***n*** | ***%*** |
| Strongly Disagree | 3 | 1% |
| Disagree | 7 | 3% |
| Agree | 113 | 49% |
| Strongly Agree | 99 | 43% |
| *No Answer* | 9 | 4% |
| ***TOTAL*** | **231** | **100%** |
| I am learning skills that I can apply directly to my own classroom.  | ***n*** | ***%*** |
| Strongly Disagree | 12 | 5% |
| Disagree | 40 | 17% |
| Agree | 141 | 61% |
| Strongly Agree | 29 | 13% |
| *No Answer* | 9 | 4% |
| ***TOTAL*** | **231** | **100%** |
| I am given opportunities to practice instructional strategies. | ***n*** | ***%*** |
| Strongly Disagree | 6 | 3% |
| Disagree | 43 | 19% |
| Agree | 144 | 62% |
| Strongly Agree | 28 | 12% |
| *No Answer* | 10 | 4% |
| ***TOTAL*** | **231** | **100%** |
| The content of this course enhances what I already know about SEI. | ***n*** | ***%*** |
| Strongly Disagree | 10 | 4% |
| Disagree | 42 | 18% |
| Agree | 155 | 67% |
| Strongly Agree | 16 | 7% |
| *No Answer* | 8 | 3% |
| ***TOTAL*** | **231** | **100%** |
| The content of this course repeats what I’ve already learned about SEI. | ***n*** | ***%*** |
| Strongly Disagree | 13 | 6% |
| Disagree | 66 | 29% |
| Agree | 114 | 49% |
| Strongly Agree | 27 | 12% |
| *No Answer* | 11 | 5% |
| ***TOTAL*** | **231** | **100%** |
| This course is a good use of my time. | ***n*** | ***%*** |
| Strongly Disagree | 48 | 21% |
| Disagree | 93 | 40% |
| Agree | 72 | 31% |
| Strongly Agree | 7 | 3% |
| *No Answer* | 11 | 5% |
| ***TOTAL*** | **231** | **100%** |
| **9. Select the rating that best reflects how much you think the course so far has contributed to your understanding of each of the following topics.**  |
| How to meet the needs of ELLs in the classroom | ***n*** | ***%*** |
| Not at all | 7 | 3% |
| A little | 66 | 29% |
| A fair amount | 93 | 40% |
| A great deal | 56 | 24% |
| *Topic not addressed/no answer* | 9 | 4% |
| ***TOTAL*** | **231** | **100%** |
| Vocabulary instruction for ELLs | ***n*** | ***%*** |
| Not at all | 7 | 3% |
| A little | 45 | 19% |
| A fair amount | 89 | 39% |
| A great deal | 76 | 33% |
| *Topic not addressed/no answer* | 14 | 6% |
| ***TOTAL*** | **231** | **100%** |
| How ELLs acquire a second language | ***n*** | ***%*** |
| Not at all | 8 | 3% |
| A little | 58 | 25% |
| A fair amount | 103 | 45% |
| A great deal | 54 | 23% |
| *Topic not addressed/no answer* | 8 | 3% |
| ***TOTAL*** | **231** | **100%** |
| The social and cultural issues that affect ELL students | ***n*** | ***%*** |
| Not at all | 8 | 3% |
| A little | 42 | 18% |
| A fair amount | 101 | 44% |
| A great deal | 71 | 31% |
| *Topic not addressed/no answer* | 9 | 4% |
| ***TOTAL*** | **231** | **100%** |
| How to apply SEI to reading and writing instruction in the classroom | ***n*** | ***%*** |
| Not at all | 15 | 6% |
| A little | 73 | 32% |
| A fair amount | 82 | 35% |
| A great deal | 44 | 19% |
| *Topic not addressed/no answer* | 16 | 7% |
| ***TOTAL*** | **230** | **100%** |
| How to differentiate instruction when working with ELLs at various ELP levels | ***n*** | ***%*** |
| Not at all | 19 | 8% |
| A little | 82 | 35% |
| A fair amount | 72 | 31% |
| A great deal | 43 | 19% |
| *Topic not addressed/no answer* | 15 | 6% |
| ***TOTAL*** | **231** | **100%** |
| How to address the needs of diverse ELL populations | ***n*** | ***%*** |
| Not at all | 16 | 7% |
| A little | 86 | 37% |
| A fair amount | 81 | 35% |
| A great deal | 39 | 17% |
| *Topic not addressed/no answer* | 9 | 4% |
| ***TOTAL*** | **231** | **100%** |
| How to assess ELLs in the content areas | ***n*** | ***%*** |
| Not at all | 40 | 17% |
| A little | 79 | 34% |
| A fair amount | 66 | 29% |
| A great deal | 27 | 12% |
| *Topic not addressed/no answer* | 19 | 8% |
| ***TOTAL*** | **231** | **100%** |
| How to teach academic language to ELLs | ***n*** | ***%*** |
| Not at all | 17 | 7% |
| A little | 73 | 32% |
| A fair amount | 86 | 37% |
| A great deal | 43 | 19% |
| *Topic not addressed/no answer* | 11 | 5% |
| ***TOTAL*** | **230** | **100%** |

## Participant Final Survey Results

|  |  |  |
| --- | --- | --- |
| **1. Select the one rating that best reflects your opinion of the pace of the course.** | ***n*** | ***%*[[9]](#footnote-9)** |
| Much too slow | 21 | 3% |
| A little too slow | 44 | 6% |
| Just right | 201 | 26% |
| A little too fast | 249 | 32% |
| Much too fast | 268 | 34% |
| ***TOTAL*** | **783** | **100%** |

|  |  |
| --- | --- |
| **2. Circle the activities from this list that were most useful to you in the course.**  |  ***n*** |
| Interacting with colleagues | 587 |
| Discussion about applying strategies | 527 |
| Small group work / discussions | 452 |
| Practice applying strategies  | 416 |
| Instructor presenting / lecturing | 407 |
| Whole class discussion | 305 |
| Videos | 210 |
| Reading | 163 |
| Individual work (homework) | 121 |
| Individual work (in class) | 87 |
| *No Answer* | 10 |

|  |  |
| --- | --- |
| **3. Circle the activities from this list that were least useful to you in the course.** |  ***n*** |
| Individual work (homework) | 363 |
| Reading | 335 |
| Individual work (in class) | 286 |
| Videos | 245 |
| Instructor presenting / lecturing | 166 |
| Whole class discussion | 159 |
| Small group work / discussions | 96 |
| Practice applying strategies  | 84 |
| Discussion about applying strategies | 53 |
| Interacting with colleagues | 28 |
| *No Answer* | 37 |

|  |  |
| --- | --- |
| **4. Circle the activities from this list that were most useful to you in the online portion of the course.** |  ***n*** |
| Illustration of strategy application | 492 |
| Interactions with the instructor | 284 |
| Activities | 281 |
| PowerPoint presentations | 275 |
| Reading | 163 |
| Assignments | 131 |
| *No Answer* | 38 |

|  |  |
| --- | --- |
| **5. Circle the activities from this list that were least useful to you in the online portion of the course.** |  ***n*** |
| PowerPoint presentations | 256 |
| Activities | 165 |
| Assignments | 361 |
| Interactions with the instructor | 127 |
| Illustration of strategy application | 61 |
| Reading | 377 |
| *No Answer* | 51 |

|  |
| --- |
| **6. Select the rating that best reflects how strongly you agree or disagree with each of the following statements.**  |
| The PowerPoint presentations were easy to follow. | ***n*** | ***%*** |
| Strongly Disagree | 40 | 5% |
| Disagree | 114 | 15% |
| Agree | 488 | 62% |
| Strongly Agree | 136 | 17% |
| Not Applicable | 5 | 1% |
| ***TOTAL*** | **783** | **100**% |
| I felt as engaged in the online content as I was in the face-to-face session. | ***n*** | ***%*** |
| Strongly Disagree | 201 | 26% |
| Disagree | 330 | 42% |
| Agree | 199 | 25% |
| Strongly Agree | 50 | 6% |
| Not Applicable | 3 | 0% |
| ***TOTAL*** | **783** | **100**% |
| I found it easy to navigate the course materials. | ***n*** | ***%*** |
| Strongly Disagree | 242 | 31% |
| Disagree | 266 | 34% |
| Agree | 220 | 28% |
| Strongly Agree | 52 | 7% |
| Not Applicable | 0 | 0% |
| ***TOTAL*** | **780** | **100**% |
| I used the online platform to communicate with other participants when not required. | ***n*** | ***%*** |
| Strongly Disagree | 283 | 36% |
| Disagree | 338 | 43% |
| Agree | 107 | 14% |
| Strongly Agree | 20 | 3% |
| Not Applicable | 36 | 5% |
| ***TOTAL*** | **784** | **100**% |
| The instructor made a clear connection between the online and face-to-face content. | ***n*** | ***%*** |
| Strongly Disagree | 51 | 7% |
| Disagree | 150 | 19% |
| Agree | 391 | 50% |
| Strongly Agree | 180 | 23% |
| Not Applicable | 10 | 1% |
| ***TOTAL*** | **782** | **100**% |

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| --- |
| **7. Select the rating that best reflects how often the lead instructor did each of the activities listed below.** |
| Slowed down or moved on based upon the mood in the room. | ***n*** | ***%*** |
| Never | 39 | 5% |
| Rarely | 62 | 8% |
| Sometimes | 198 | 25% |
| Frequently | 477 | 61% |
| Not Applicable | 6 | 1% |
| ***TOTAL*** | **782** | **100**% |
| Demonstrated excitement about the content. | ***n*** | ***%*** |
| Never | 8 | 1% |
| Rarely | 21 | 3% |
| Sometimes | 114 | 15% |
| Frequently | 636 | 81% |
| Not Applicable | 4 | 1% |
| ***TOTAL*** | **783** | **100**% |
| Engaged participants to ask questions and/or share expertise. | ***n*** | ***%*** |
| Never | 8 | 1% |
| Rarely | 28 | 4% |
| Sometimes | 90 | 12% |
| Frequently | 651 | 83% |
| Not Applicable | 4 | 1% |
| ***TOTAL*** | **781** | **100**% |
| Checked for understanding. | ***n*** | ***%*** |
| Never | 15 | 2% |
| Rarely | 63 | 8% |
| Sometimes | 162 | 21% |
| Frequently | 540 | 69% |
| Not Applicable | 3 | 0% |
| ***TOTAL*** | **783** | **100**% |
| Posted course goals and objectives. | ***n*** | ***%*** |
| Never | 12 | 2% |
| Rarely | 17 | 2% |
| Sometimes | 56 | 7% |
| Frequently | 688 | 88% |
| Not Applicable | 8 | 1% |
| ***TOTAL*** | **781** | **100**% |

|  |
| --- |
| **8. Select the rating that best reflects how well the instructor did each of the following.**  |
| Summarized readings | ***n*** | ***%*** |
| Poorly | 64 | 8% |
| Adequately | 174 | 22% |
| Well | 191 | 24% |
| Very Well | 310 | 40% |
| Did not observe | 43 | 5% |
| ***TOTAL*** | **782** | **100**% |
| Gave instructions | ***n*** | ***%*** |
| Poorly | 75 | 10% |
| Adequately | 129 | 16% |
| Well | 215 | 27% |
| Very Well | 363 | 46% |
| Did not observe | 0 | 0% |
| ***TOTAL*** | **782** | **100**% |
| Facilitated discussions | ***n*** | ***%*** |
| Poorly | 34 | 4% |
| Adequately | 115 | 15% |
| Well | 191 | 24% |
| Very Well | 440 | 56% |
| Did not observe | 1 | 0% |
| ***TOTAL*** | **781** | **100**% |
| Responded to questions | ***n*** | ***%*** |
| Poorly | 56 | 7% |
| Adequately | 107 | 14% |
| Well | 152 | 19% |
| Very Well | 468 | 60% |
| Did not observe | 1 | 0% |
| ***TOTAL*** | **784** | **100**% |
| Handled difference of opinion | ***n*** | ***%*** |
| Poorly | 28 | 4% |
| Adequately | 98 | 13% |
| Well | 171 | 22% |
| Very Well | 445 | 57% |
| Did not observe | 40 | 5% |
| ***TOTAL*** | **782** | **100**% |
| Linked instructional materials to the main ideas being presented | ***n*** | ***%*** |
| Poorly | 46 | 6% |
| Adequately | 111 | 14% |
| Well | 200 | 26% |
| Very Well | 411 | 53% |
| Did not observe | 10 | 1% |
| ***TOTAL*** | **778** | **100**% |

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| --- |
| **9. Select the rating that best reflects how strongly you agree or disagree with each of the following statements.**  |
| In general, the readings are too academic. | ***n*** | ***%*** |
| Strongly Disagree | 39 | 5% |
| Disagree | 374 | 48% |
| Agree | 291 | 38% |
| Strongly Agree | 71 | 9% |
| ***TOTAL*** | **775** | **100**% |
| In general, the readings are related to the course content. | ***n*** | ***%*** |
| Strongly Disagree | 15 | 2% |
| Disagree | 88 | 11% |
| Agree | 617 | 79% |
| Strongly Agree | 58 | 7% |
| ***TOTAL*** | **778** | **100**% |
| In general, the readings are easy to understand. | ***n*** | ***%*** |
| Strongly Disagree | 28 | 4% |
| Disagree | 195 | 25% |
| Agree | 519 | 67% |
| Strongly Agree | 36 | 5% |
| ***TOTAL*** | **778** | **100**% |
| In general, the readings are applicable to my instruction of English language learners. | ***n*** | ***%*** |
| Strongly Disagree | 61 | 8% |
| Disagree | 170 | 22% |
| Agree | 498 | 64% |
| Strongly Agree | 48 | 6% |
| ***TOTAL*** | **777** | **100**% |
| In general, the readings help me to better understand sheltered English instruction. | ***n*** | ***%*** |
| Strongly Disagree | 61 | 8% |
| Disagree | 201 | 26% |
| Agree | 458 | 59% |
| Strongly Agree | 56 | 7% |
| ***TOTAL*** | **776** | **100**% |

|  |
| --- |
| **10. Select one rating that best reflects how strongly you agree or disagree with each of the statements listed below.** |
| My instructor is knowledgeable about sheltered English instruction. | ***n*** | ***%*** |
| Strongly Disagree | 5 | 1% |
| Disagree | 16 | 2% |
| Agree | 253 | 32% |
| Strongly Agree | 505 | 65% |
| ***TOTAL*** | **779** | **100**% |
| I am learning skills that I can apply directly to my own classroom.  | ***n*** | ***%*** |
| Strongly Disagree | 15 | 2% |
| Disagree | 57 | 7% |
| Agree | 471 | 61% |
| Strongly Agree | 235 | 30% |
| ***TOTAL*** | **778** | **100**% |
| I am given opportunities to practice instructional strategies. | ***n*** | ***%*** |
| Strongly Disagree | 14 | 2% |
| Disagree | 76 | 10% |
| Agree | 490 | 63% |
| Strongly Agree | 197 | 25% |
| ***TOTAL*** | **777** | **100**% |
| The content of this course enhances what I already know about SEI. | ***n*** | ***%*** |
| Strongly Disagree | 15 | 2% |
| Disagree | 94 | 12% |
| Agree | 487 | 63% |
| Strongly Agree | 183 | 23% |
| ***TOTAL*** | **779** | **100**% |
| The content of this course repeats what I’ve already learned about SEI. | ***n*** | ***%*** |
| Strongly Disagree | 32 | 4% |
| Disagree | 281 | 36% |
| Agree | 350 | 45% |
| Strongly Agree | 111 | 14% |
| ***TOTAL*** | **774** | **100**% |
| This course is a good use of my time. | ***n*** | ***%*** |
| Strongly Disagree | 125 | 16% |
| Disagree | 243 | 32% |
| Agree | 314 | 41% |
| Strongly Agree | 83 | 11% |
| ***TOTAL*** | **765** | **100**% |

|  |
| --- |
| **11. Select the rating that best reflects how well the instructor did each of the following.**  |
| The instructor’s face-to-face presentations | ***n*** | ***%*** |
| Not Relevant | 21 | 3% |
| A Little Relevant | 112 | 14% |
| Pretty Relevant | 208 | 27% |
| Very Relevant | 441 | 56% |
| Did Not Occur | 0 | 0% |
| ***TOTAL*** | **782** | **100**% |
| Interactions with colleagues during the face-to-face portion of the course | ***n*** | ***%*** |
| Not Relevant | 11 | 1% |
| A Little Relevant | 84 | 11% |
| Pretty Relevant | 264 | 34% |
| Very Relevant | 420 | 54% |
| Did Not Occur | 0 | 0% |
| ***TOTAL*** | **779** | **100**% |
| The online portion of the course | ***n*** | ***%*** |
| Not Relevant | 160 | 21% |
| A Little Relevant | 319 | 41% |
| Pretty Relevant | 223 | 29% |
| Very Relevant | 71 | 9% |
| Did Not Occur | 0 | 0% |
| ***TOTAL*** | **773** | **100**% |
| Posting comments and responses online | ***n*** | ***%*** |
| Not Relevant | 267 | 35% |
| A Little Relevant | 303 | 39% |
| Pretty Relevant | 141 | 18% |
| Very Relevant | 59 | 8% |
| Did Not Occur | 2 | 0% |
| ***TOTAL*** | **772** | **100**% |
| Interactions with colleagues during the online portion of the course  | ***n*** | ***%*** |
| Not Relevant | 272 | 35% |
| A Little Relevant | 293 | 38% |
| Pretty Relevant | 137 | 18% |
| Very Relevant | 69 | 9% |
| Did Not Occur | 9 | 1% |
| ***TOTAL*** | **780** | **100**% |
| Online interactions with the instructor apart from the online presentations | ***n*** | ***%*** |
| Not Relevant | 141 | 18% |
| A Little Relevant | 209 | 27% |
| Pretty Relevant | 215 | 28% |
| Very Relevant | 163 | 21% |
| Did Not Occur | 51 | 6% |
| ***TOTAL*** | **779** | **100**% |

| **12. Select the rating that best reflects how much you think the course so far has contributed to your understanding of each of the following topics.**  |
| --- |
| How to meet the needs of ELLs in the classroom | ***n*** | ***%*** |
| Not at All | 12 | 2% |
| A Little | 135 | 17% |
| A Fair Amount | 298 | 38% |
| A Great Deal | 333 | 43% |
| Topic Not Addressed | 0 | 0% |
| ***TOTAL*** | **778** | **100**% |
| Vocabulary instruction for ELLs | ***n*** | ***%*** |
| Not at All | 15 | 2% |
| A Little | 87 | 11% |
| A Fair Amount | 232 | 30% |
| A Great Deal | 444 | 57% |
| Topic Not Addressed | 0 | 0% |
| ***TOTAL*** | **778** | **100**% |
| How ELLs acquire a second language | ***n*** | ***%*** |
| Not at All | 19 | 2% |
| A Little | 148 | 19% |
| A Fair Amount | 318 | 41% |
| A Great Deal | 289 | 37% |
| Topic Not Addressed | 0 | 0% |
| ***TOTAL*** | **774** | **100**% |
| The social and cultural issues that affect ELL students | ***n*** | ***%*** |
| Not at All | 23 | 3% |
| A Little | 137 | 18% |
| A Fair Amount | 296 | 38% |
| A Great Deal | 319 | 41% |
| Topic Not Addressed | 0 | 0% |
| ***TOTAL*** | **775** | **100**% |
| How to apply SEI to reading and writing instruction in the classroom | ***n*** | ***%*** |
| Not at All | 13 | 2% |
| A Little | 112 | 14% |
| A Fair Amount | 287 | 37% |
| A Great Deal | 366 | 47% |
| Topic Not Addressed | 0 | 0% |
| ***TOTAL*** | **778** | **100**% |
| How to differentiate instruction when working with ELLs at various ELP levels | ***n*** | ***%*** |
| Not at All | 22 | 3% |
| A Little | 153 | 20% |
| A Fair Amount | 263 | 34% |
| A Great Deal | 340 | 44% |
| Topic Not Addressed | 0 | 0% |
| ***TOTAL*** | 778 | **100**% |

|  |
| --- |
| **12. Select the rating that best reflects how much you think the course so far has contributed to your understanding of each of the following topics (*cont.*)** |
| How to address the needs of diverse ELL populations | ***n*** | ***%*** |
| Not at All | 25 | 3% |
| A Little | 171 | 22% |
| A Fair Amount | 288 | 37% |
| A Great Deal | 292 | 38% |
| Topic Not Addressed | 0 | 0% |
| ***TOTAL*** | **776** | **100**% |
| How to assess ELLs in the content areas | ***n*** | ***%*** |
| Not at All | 45 | 6% |
| A Little | 188 | 24% |
| A Fair Amount | 285 | 37% |
| A Great Deal | 256 | 33% |
| Topic Not Addressed | 0 | 0% |
| ***TOTAL*** | **774** | **100**% |
| How to teach academic language to ELLs | ***n*** | ***%*** |
| Not at All | 17 | 2% |
| A Little | 138 | 18% |
| A Fair Amount | 286 | 37% |
| A Great Deal | 328 | 43% |
| Topic Not Addressed | 1 | 0% |
| ***TOTAL*** | **770** | **100**% |

|  |  |  |
| --- | --- | --- |
| **13. When offered with at least a week between sessions, what best describes the amount of work (assignments and readings) required to complete the course?****[ESE added question]** | ***n*** | ***%*** |
| Overwhelming Workload | 658 | 85% |
| Moderate Workload | 116 | 15% |
| Workload Not Rigorous Enough | 3 | 0% |
| ***TOTAL*** | **777** | **100%** |

|  |  |
| --- | --- |
| **14. If, in the next 18 months, you would be likely to enroll in a course or workshop to extend and deepen your SEI knowledge/skills, please select up to three options below in which you would be most likely to enroll.****[ESE added question]** |  ***n*** |
| SEI in Education Evaluation | 84 |
| Teacher Leadership for ESL/ELL Teachers | 83 |
| Understanding Language for Content Instruction | 219 |
| SEI Implementation Workshop | 186 |
| Curriculum Development with WIDA Standards | 334 |
| Family Engagement and Culture | 236 |
| Promoting Academic Language Development – Early Learners | 131 |
| Promoting Academic Language Development –SIFE | 43 |
| Promoting Academic Language Development – Secondary Newcomers | 42 |
| Promoting Academic Language Development – ELLs with Disabilities | 192 |
| Including ELLs in MTSS | 10 |
| Making Effective Use of ACCESS Data | 208 |
| Other | 58 |
| *No Answer* | 96 |

|  |
| --- |
| **15. In the next 18 months, how likely would you be to enroll in the following?****[ESE added question]** |
| Another graduate level course focused on dimensions of SEI | ***n*** | ***%*** |
| Not Likely to Enroll | 491 | 65% |
| Somewhat Likely to Enroll | 192 | 25% |
| Very Likely to Enroll | 57 | 8% |
| Definitely Planning to Enroll | 17 | 2% |
| ***TOTAL*** | **757** | **100**% |
| One or more short workshop (15 hours or shorter) extending your SEI knowledge/skill | ***n*** | ***%*** |
| Not Likely to Enroll | 253 | 33% |
| Somewhat Likely to Enroll | 305 | 40% |
| Very Likely to Enroll | 173 | 22% |
| Definitely Planning to Enroll | 39 | 5% |
| ***TOTAL*** | **770** | **100**% |

|  |
| --- |
| **16. How likely would you be to make use of the following professional development /instructional resources:****[ESE added question]** |
| An online Professional Learning Network in which you could share SEI strategies and resources with other educators who teach at the same level and/or the same subjects you do, and in which you could access an SEI expert with your questions of practice | ***n*** | ***%*** |
| Not Likely to Make Use of This | 299 | 39% |
| Somewhat Likely to Make Use of This | 292 | 38% |
| Very Likely to Make Use of This | 126 | 16% |
| Would Definitely Make Use of This | 51 | 7% |
| ***TOTAL*** | **768** | **100**% |
| Subject and grade-specific resources for the wall or the LCD projector providing key academic vocabulary translated into Spanish, Portuguese, Chinese, etc. | ***n*** | ***%*** |
| Not Likely to Make Use of This | 186 | 25% |
| Somewhat Likely to Make Use of This | 255 | 34% |
| Very Likely to Make Use of This | 202 | 27% |
| Would Definitely Make Use of This | 111 | 15% |
| ***TOTAL*** | **754** | **100**% |

|  |  |  |
| --- | --- | --- |
| **17. What format do you prefer for professional development?****[ESE added question]** | ***n*** | ***%*** |
| Fully Online | 78 | 10% |
| Blended Learning | 250 | 33% |
| Face-to-Face | 439 | 57% |
| ***TOTAL*** | **767** | **100%** |

# Appendix C. Classroom Observation Protocol Crosswalk

***Description:***

* The Original Observation Prompt column features prompts that appeared in the first draft of the classroom observation protocol. The Basis column lists the basis on which each prompt was designed. Most items were based on the course Participant Manual (PM), although some items came from the course Implementation Self-Assessment (SA) Tool or Baker et al.’s (2006) validated observation protocol. Most items are based on multiple sources.
* The Revisioncolumn includes revised items. All items were re-examined, and some were revised after the protocol was piloted in classrooms. The reason for each revision is stated in the Reasoncolumn.

| **No.** | **Original Observation Prompt** | **Basis** | **Revision** | **Reason** |
| --- | --- | --- | --- | --- |
| ***Classroom Interaction*** |
| 1 | Provides clear content and language objectives | Session 5, 10 PM | *none* |  |
| 2 | Incorporates students’ responses, ideas, examples, and experiences into lesson | Session 2, 3 PMBaker et al. (2006) | *none* |  |
| 3 | Provides opportunities for peer interaction | Gersten et al. (2007) | Provides structured opportunities for peer interaction | Need to specify that peer interactions should be structured for ELLs (Gersten et al., 2007). |
| 4 | Structures opportunities for students to speak | Session 14 PMBaker et al. (2006) | Provides structured opportunities for ELLs to speak | Need to specify ELLs. |
| 5 | Treats ELLs with respect | Session 2, 3 PM | *none* |  |
| 6 | Gives students wait time to respond to questions | Baker et al. (2006) | Provides sufficient wait time for ELLs to respond to questions | Need to specify ELLs; wait time for ELLs and English proficient students may be different. |
| 7 | Gives students oral prompts to help them elaborate their answers without answering for them  | Session 14 PM | Gives students oral prompts to help them elaborate their answers without answering for them (e.g., *How do you know? Why do you think that?*) | Need examples to increase clarity. |
| 8 | Engages students in meaningful interactions about text/concepts | Session 10 PM | Engages ELLs in meaningful interactions about text/concepts | Need to specify ELLs. |
| 9 | Calls on a range of students/elicits responses from all students | Session 3Baker et al. (2006) | *none* |  |
| ***Comprehension Support*** |
| 10 | Provides prompts and cues in how to use strategies, skills, and concepts (e.g., guided practice, scaffolds, steps, and procedures) | Implementation SA ToolBaker et al. (2006) | *none* |  |
| 11 | Provides support or scaffolds for ELLs during independent work and reading | Session 7, 10 PM | *none* |  |
| 12 | Asks text-dependent questions that lead students from the word level to the text level | Session 10 PM | *none* |  |
| 13 | To increase comprehension, breaks tasks into smaller/simpler components | Session 4 PMImplementation SA ToolBaker et al. (2006) | Breaks tasks into smaller/simpler components to increase comprehension | Action comes first, then reason. |
| 14 | Modifies assignments to promote comprehension, but without reducing the cognitive difficulty of the task | Session 2Baker et al. (2006) | *none* |  |
| 15 | Adjusts own use of English to make concepts comprehensible | Session 4 PMImplementation SA ToolBaker et al. (2006) | Restates information and instructions to make concepts comprehensible | Item was unclear as written. |
| *n/a* | Gives oral directions that are appropriate for level of students’ English development | Session 4 PMImplementation SA ToolBaker et al. (2006) | *REMOVE ITEM* | Item was difficult to rate, and information already addressed by revised item 15. |
| 16 | Uses visuals or manipulatives to teach content | Implementation SA ToolBaker et al. (2006) | Uses a variety of modalities (e.g., visuals, manipulatives, music, physical activity) to teach content | Need to encompass more modality types. |
| 17 | Provides differentiated writing tasks that are appropriate for ELLs’ proficiency levels | Session 12, 13 PM | *none* |  |
| 18 | Addresses potential gaps in ELLs’ background knowledge | Session 5 PM | *none* |  |
| ***Language Instruction*** |
| 19 | Teaches word-learning strategies (or there is evidence that students have been taught word-learning strategies) such as morphology, context clues, cognates | Session 6 PM | *none* |  |
| 20 | Fosters word consciousness through lesson tasks | Session 6 PMScott & Nagy (2009) | Fosters word consciousness through rich metacognitive discussions about language  | Need more information for clarity. |
| 21 | Teaches difficult vocabulary prior or during the lesson as needed | Session 6 PMBaker et al. (2006) | Teaches difficult vocabulary prior to the lesson | Need to differentiate from item 22. |
| 22 | Provides additional vocabulary support during lesson (e.g., pointing out cognates, providing glossaries, explaining terms) | Session 6 PM | *none* |  |
| 23 | Provides explicit instruction in English language use | Session 4 PMBaker et al. (2006) | Provides explicit instruction in English language grammar | Several items already target vocabulary (e.g., items 19, 21, and 22). |
| 24 | Engages ELLs in tasks in all four domains (reading, writing, speaking, and listening), with a priority on developing skills in one domain | Session 5 PM | *none* |  |
| ***Formative Assessment*** |
| 25 | Achieves high level of response accuracy from ELLs in context of lesson objects (e.g., spelling accuracy on a spelling test, accurate oral responses during a class discussion) | Baker et al. (2006) | *none* |  |
| 26 | Focuses on performance specifics (i.e., not just “good” or “wrong”) | Session 4 PMBaker et al. (2006) | Provides feedback (oral and written) to students about specific aspects of their performance (i.e., not just “good” or “wrong”) | Item was unclear as written. |
| 27 | Engages in *ongoing* monitoring of student understanding and performance *during* lesson, including the use of a variety of formative assessment types. | Session 13 PMBaker et al. (2006) | Engages in *ongoing* monitoring of student performance *during* lesson, including the use of a variety of formative assessment types | Item encompasses too much. Reduced item and added item 28. |
| 28 |  |  | Checks student comprehension by asking questions throughout lesson | Added item to further clarify item 27. |
| ***English Language Learners*** |
| 29 | Appear engaged in the lesson | Implementation SA Tool |  |  |
| 30 | Appear able to complete lesson tasks | Implementation SA Tool |  |  |

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1. Although this step could also be accomplished through a statewide e-mail, ESE does not have a master e-mail list of all teachers in the state. In addition, a letter is likely to have more import and can be targeted specifically to teachers who will need to take the course. [↑](#footnote-ref-1)
2. An 18th district, Cambridge, will begin the training in summer 2013. It is not included in this evaluation because its course sessions are beyond the evaluation time frame. [↑](#footnote-ref-2)
3. The delivery of two sessions on the same day was restricted to certain session pairs, including Sessions 3 and 4, Sessions 6 and 7, Sessions 9 and 10, and Sessions 12 and 13. [↑](#footnote-ref-3)
4. According to an ESE official, the course enrolled 2,071 people, but approximately 10 percent of participants stopped attending. [↑](#footnote-ref-4)
5. Not all participants had completed the course by the final date for data collection for inclusion in this report, resulting in a lower response rate than might otherwise have been possible. As it is impossible to determine how many participants had not yet completed the course from available data, the response rate is calculated for all course participants. [↑](#footnote-ref-5)
6. Data from these questions are provided in Appendix B, along with compiled final survey results, but are not all incorporated into the findings of this report because some do not pertain to the evaluation’s research questions. [↑](#footnote-ref-6)
7. It would have been better to observe general-education classes at the elementary and secondary levels, but this proved impossible because of Massachusetts Comprehensive Assessment System (MCAS) testing schedules. However, these observations provided useful information about the protocol itself. [↑](#footnote-ref-7)
8. Although this step could also be accomplished through a statewide e-mail, ESE does not have a master e-mail list of all teachers in the state. In addition, a letter is likely to have more import and can be targeted specifically to teachers who will need to take the course. [↑](#footnote-ref-8)
9. Percentages may appear to total more than 100% due to rounding. [↑](#footnote-ref-9)