

APPENDIX A

ONLINE SURVEY

Cardenas-Lopez E - Dissertation Study

CONSENT FORM

Dear Potential Participant,

You are invited to participate in a research study conducted by Elizabeth Cardenas-Lopez, a student and Doctoral Candidate at National-Louis University, Chicago, Illinois. The purpose of the study is to seek insights and explanations to the question: *What makes the ESL and bilingual teachers' instructional practices effective and what influences their instructional decisions when teaching middle-grade English learners?*

With your consent, you will be taking this online survey that will last approximately 20-30 minutes. There are no risks associated with this research and your participation is strictly voluntary. You may withdraw your participation at any time without penalty.

All information you provide in the survey, including personal demographic data, will be kept confidential in a secure location. Though you are not likely to have any direct benefit from participating in this research study, your taking part in it may contribute to our better understanding of the instructional practices that are effective for English learners. Your contribution will also help glean information about the preparation and learning opportunities teachers of ELs employ and need in order to advance their professional growth and practice as well as their students' success. While the results of this study may be published or otherwise reported to scientific bodies, your identity will in no way be revealed. You will also be invited to participate in a drawing of a twenty-five dollar gift certificate as a token of appreciation for your participation in the study.

In the event you have questions or require additional information you may contact the researcher Elizabeth Cardenas-Lopez, at National-Louis University, North Shore Campus, 5202 Old Orchard Road, Skokie, IL. 60077. If you have any concerns or questions before or during your participation in the study that you feel have not been addressed by the researcher, you may contact Dr. Donna Ogle, student's Dissertation Chair, at National-Louis University, North Shore Campus, 5202 Old Orchard Road, Skokie, IL. 60077.

1. Please indicate whether you agree to participate in this study.

- I agree to participate in this study
- I do not agree to participate in this study

APPENDIX A

ONLINE SURVEY

INTRODUCTION

This survey is an essential component of a dissertation study and the results will be compiled and summarized as group results, without disclosing specific information about individual respondents. Your time and cooperation in taking this survey are highly valued and appreciated. Your responses are an important contribution to this study and they will be used for the following purposes: to collect data describing current practices and supportive resources in teaching language and literacy to middle grade ELs; to identify areas of professional development that have been useful, and explore ways professional development can be strengthened to more effectively support middle grade bilingual/ESL teachers in their practice.

NOTE:

1) The acronym ELs is used throughout in reference to English learners and the ESL acronym is used to reference English as a Second Language.

APPENDIX A

ONLINE SURVEY

PROFESSIONAL PRACTICE

2. What is your teaching role in the 2014-15 school year? Check ALL that apply.

- Bilingual self-contained
- Bilingual/ESL departmentalized
- ESL departmentalized
- General education English Language Arts teacher with a bilingual/ESL endorsement
- General education Social Science teacher with an ESL endorsement
- EL Program Teacher (Formerly Bilingual Lead Teacher or EL Liaison)

Other (please specify)

3. What grade(s) are you teaching in the 2014-15 school year? Check ALL that apply.

- 6
- 7
- 8

Other (please specify)

4. In what instructional context(s) do you currently teach your ELs? Check ALL that apply.

- Self-contained bilingual
- Self-contained ESL
- Push-in
- Pull-out
- Departmentalized, General Ed

Other (please specify)

5. Indicate the teacher leadership roles you have had in the previous (2013-14), and/or current (2014-15) school year(s). Check ALL that apply.

- School Bilingual Lead Teacher
- School Bilingual Lead Coach
- ESL Teacher Leader
- Network EL Teacher Leader
- School Literacy Lead Teacher
- EL Program Teacher

Other (please specify)

6. From the list below, choose the current endorsements that you hold in addition to your teacher licensure. Check ALL that apply.

- Bilingual
- ESL
- Social Science
- Science
- Middle Grades
- English Language Arts
- Mathematics
- Reading Teacher
- Reading Specialist
- School Library

Other (please specify)

7. Indicate the number of language/linguistics, bilingual education, reading and/or interdisciplinary literacy university courses you have taken during your preservice and inservice years.

	Preservice Years	Inservice Years
Language/Linguistics Courses	<input type="text"/>	<input type="text"/>
Bilingual Education Courses	<input type="text"/>	<input type="text"/>
Reading Courses	<input type="text"/>	<input type="text"/>
Interdisciplinary Literacy Courses	<input type="text"/>	<input type="text"/>

8. How many hours of training have you received on the implementation of standards-based (Common Core and WIDA) instruction for your middle grade ELs from the 2013-14 school year to the present?

	Less than 10 hours	10-29 hours	30-49 hours	50-69 hours	70-89 hours
Training on the use of the Common Core State Standards (CCSS) for English Language Arts/Interdisciplinary Literacy	<input type="radio"/>				
Training on the use of the WIDA English Language Development (ELD) Standards	<input type="radio"/>				

9. How many hours of training have you received on the implementation of the Common Core State Standards (CCSS) and WIDA ELD Standards instruction aligned to the CPS Content Frameworks from the 2013-14 school year to the present?

	Less than 10 hours	10-29 hours	30-49 hours	50-69 hours	70-89 hours
Training on the CCSS instruction aligned to the Literacy Framework	<input type="radio"/>				
Training on the CCSS instruction aligned to the Social Science Framework	<input type="radio"/>				
Training on the WIDA ELD Standards instruction aligned to the Literacy Framework	<input type="radio"/>				
Training on the WIDA ELD Standards instruction aligned to the Social Science Framework	<input type="radio"/>				

10. Indicate your level of expertise in implementing the following CCSS English Language Arts (ELA)/Literacy focus areas in the instruction of middle grade ELs.

	Emerging	Developing	Proficient	Advanced	Don't Know
Text Complexity Dimensions	<input type="radio"/>				
Close Reading of Complex Text	<input type="radio"/>				
Collaborative Conversations	<input type="radio"/>				
Argumentative Writing	<input type="radio"/>				
Academic Language	<input type="radio"/>				
Informational Text Reading	<input type="radio"/>				

11. Indicate your level of expertise in designing English language and literacy instruction for your middle grade ELs that takes the following WIDA ELD Standards' components into account.

	Emerging	Developing	Proficient	Advanced	Don't Know
Can Do Descriptors	<input type="radio"/>				
Model Performance Indicators	<input type="radio"/>				
Features of Academic Language	<input type="radio"/>				
Socio-Cultural Contexts for Language Use	<input type="radio"/>				

12. How frequently do you teach Language Arts and Social Science in the native language of your middle grade ELs?

	Never	30 - 60 minutes per week	1 - 2 hours per week	3 - 4 hours per week	5 - 6 hours per week	N/A
Language Arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

APPENDIX A

ONLINE SURVEY

PROFESSIONAL PRACTICE

13. Identify the professional learning opportunities that you find accessible and effective in designing and providing standards-based language and literacy instruction for your ELs.

	Accessible	Effective
Central Office Trainings (after school, Saturdays)	<input type="text"/>	<input type="text"/>
EL Liaison/EL Program Teacher Quarterly Trainings	<input type="text"/>	<input type="text"/>
EL Teacher Leader Institutes	<input type="text"/>	<input type="text"/>
In-School Training (peer coaching, Professional Learning Communities)	<input type="text"/>	<input type="text"/>
Network Teacher Leader Institutes	<input type="text"/>	<input type="text"/>
Professional Conferences (in and out of state)	<input type="text"/>	<input type="text"/>
Summer Teacher Institutes	<input type="text"/>	<input type="text"/>
University Coursework	<input type="text"/>	<input type="text"/>
Other (please specify)	<input type="text"/>	

14. Based on your professional experience, to what extent do you believe teacher collaboration is an effective approach to develop teachers' own knowledge and professional practice?

- Never
- Occasionally
- Not Sure
- In Most Instances
- Always

15. From the list of choices below, indicate the types of training that would be useful to you in supporting the instruction of your ELs.

	Not Useful at All	Slightly Useful	Moderately Useful	Considerably Useful	Most Useful
Training on the integration of the CCSS-ELA/Literacy and the WIDA ELD Standards for teaching ELs	<input type="radio"/>				
Training on the focus areas for literacy (text complexity, close reading, collaborative conversations, academic language, and argumentative writing) for teaching ELs	<input type="radio"/>				
Training on teaching in the native language to advance the content knowledge, bilingualism, and biliteracy skills of ELs	<input type="radio"/>				
Training on the use of the Content Frameworks (Literacy and Social Sciences) for designing instruction for middle grade ELs	<input type="radio"/>				
Training on the teaching of informational text reading	<input type="radio"/>				
Training on the integration of multiple disciplines for teaching ELs	<input type="radio"/>				

Other (please specify)

16. Indicate the level of usefulness of each of the instructional approaches below in supporting the language and literacy development of your middle grade ELs.

	Language Development	Literacy Development
Explicit instruction of academic language	<input type="text"/>	<input type="text"/>
Writing Workshop	<input type="text"/>	<input type="text"/>
Close Reading of Complex Text	<input type="text"/>	<input type="text"/>
Collaborative Conversations	<input type="text"/>	<input type="text"/>
Content-Specific Vocabulary Instruction	<input type="text"/>	<input type="text"/>
General English Vocabulary Instruction	<input type="text"/>	<input type="text"/>
Teaching Informational Text Reading	<input type="text"/>	<input type="text"/>
Partnering for Content Literacy (PRC2)	<input type="text"/>	<input type="text"/>
Teaching for Transfer (Bridging between two languages)	<input type="text"/>	<input type="text"/>
Reading Workshop	<input type="text"/>	<input type="text"/>

APPENDIX A

ONLINE SURVEY

PROFESSIONAL PRACTICE - II

17. Short Response: Briefly describe any professional development you would like that could build/expand your knowledge and practice in teaching middle grade ELs.

18. To what extent do you feel your teacher preparation program(s) prepared you to educate middle grade ELs?

	Not at All	A Little Bit	Neutral	Fairly Well	Very Well
Academically	<input type="radio"/>				
Experientially	<input type="radio"/>				

19. I believe I have a strong personal commitment to my professional growth and development that I demonstrate by:

- Engaging in collaborative work with my colleagues
- Taking on various leadership roles and responsibilities in my school
- Attending workshops and conferences at my own time and expense
- Reflecting on my own practice based on my students' performance
- Seeking out professional support when I need it
- Reading research/professional journals and online resources to help improve practices

Other (please specify)

20. How important is it to discuss with other professionals your decision-making and professional practice with respect to the instruction of middle grade ELs?

Not Important at All	Slightly Important	Neutral	Considerably Important	Most Important
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. How would you rate your effectiveness in promoting/advancing the achievement of your middle grade ELs?

Not Effective at All	Slightly Effective	Neutral	Considerably Effective	Most Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. I make efforts to collaborate with the middle grade ELA and Social Science teachers in my school to plan the instructional activities of my middle grade ELs.

	Never	Rarely	Sometimes	Regularly	Most Often
English Language Arts teachers	<input type="radio"/>				
Social Science teachers	<input type="radio"/>				

23. I utilize the expertise of others (listed below) to improve the instruction and performance of my middle grade ELs.

	Never	Rarely	Sometimes	Regularly	Most Often
Colleagues	<input type="radio"/>				
In-School Instructional Leaders	<input type="radio"/>				
Bilingual Education Experts	<input type="radio"/>				
Literacy Experts	<input type="radio"/>				
Bilingual/ESL teachers in other schools	<input type="radio"/>				

24. After employing a new instructional strategy, I reflect to determine whether it was effective for my middle grade ELs, and how I might approach it differently next time.

Never	Rarely	Sometimes	Regularly	Most Often
<input type="radio"/>				

25. I think back to and apply professional learning experiences in making decisions about what and how I teach my middle grade ELs

Never	Rarely	Sometimes	Regularly	Most Often
<input type="radio"/>				

26. I seek out opportunities to build/enhance my professional knowledge and practice about the development of language and literacy for middle grade ELs

	Never	Rarely	Sometimes	Regularly	Most Often
Language Development	<input type="radio"/>				
Literacy Development	<input type="radio"/>				

APPENDIX A

ONLINE SURVEY

PROFESSIONAL PRACTICE - III

27. Indicate the frequency with which you use diagnostic information, such as English Language Proficiency (ELP) levels and/or reading comprehension data in designing and/or modifying instruction for your middle grade ELs.

- Never
- Annually
- Quarterly
- Monthly
- Weekly

Other (please specify)

28. Indicate the frequency with which you use progress-monitoring data, such as checklists, student work, student reflection logs, and/or reading comprehension data, in designing or modifying instruction for your middle grade ELs.

- Never
- Quarterly
- Monthly
- Weekly
- Daily

Other (please specify)

29. For each of the focus areas below, indicate the frequency with which you use the Framework for Teaching to help reflect on and design the instruction for your middle grade ELs.

	Never	Annually	Quarterly	Monthly	Weekly	N/A
English Language Arts instruction	<input type="radio"/>					
Language Arts instruction in the native language	<input type="radio"/>					
Social Science instruction in English	<input type="radio"/>					
Social Science instruction in the native language	<input type="radio"/>					

30. For each of the focus areas below, use the dropdown menus to indicate the frequency with which you use the standards-based Content Frameworks (Literacy and Social Science) in providing instruction for your middle grade ELs.

	Literacy Content Framework	Social Science Framework
English Language Arts instruction	<input type="text"/>	<input type="text"/>
Language Arts instruction in the native language	<input type="text"/>	<input type="text"/>
Social Science instruction in English	<input type="text"/>	<input type="text"/>
Social Science instruction in the native language	<input type="text"/>	<input type="text"/>

31. For each of the focus areas below, indicate the frequency with which you use textbooks/basals and online materials in providing instruction for your middle grade ELs.

	Textbooks/Basals	Online Materials
English Language Arts instruction	<input type="text"/>	<input type="text"/>
Language Arts instruction in the native language	<input type="text"/>	<input type="text"/>
Social Science instruction in English	<input type="text"/>	<input type="text"/>
Social Science instruction in the native language	<input type="text"/>	<input type="text"/>

32. For each of the focus areas below, indicate the level of effectiveness of using high-quality, high-interest, and content-specific nonfiction text sets in teaching your middle grade ELs.

	Not Effective at		Moderately Effective	Considerably Effective	Most Effective	Don't Know
	All	Slightly Effective				
Increase content knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access culturally-relevant content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practice oral reading in pairs or small groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop comprehension strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improve vocabulary learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practice Close Reading of Complex Text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learn and use academic language (the language of the disciplines)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learn and use structures and features of text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increase non-fiction reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use text features to support understanding and use of the English language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increase knowledge and use of the native language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practice informational text reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

33. What are the biggest challenges you encounter in teaching middle grade ELs? From the list of choices below, rank each in order of challenge (NOTE: you will have to select one choice per ranking level).

	Not Challenging at All	Slightly Challenging	Moderately Challenging	Considerably Challenging	Most Challenging
Difficult to get information on students' English language and academic proficiencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The range of languages and English proficiency of my students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Limited understanding of language development by content teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Limited planning and collaboration with content teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Limited professional learning opportunities for middle grade bilingual/ESL teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

APPENDIX A

ONLINE SURVEY

DEMOGRAPHICS

34. What is your gender?

Female

Male

35. What is your country of origin?

36. Did you grow up bilingual and biliterate?

IF YES, in what language(s)?

37. Where did you learn the new language? Check ALL that apply. If you are not bilingual, select N/A.

Home

Community

Elementary School

High School

Community College

Four-Year College/University

Career/Profession/Work

N/A

38. How many years have you been teaching middle grade ELs?

0-3 years

4-6 years

7-10 years

11-15 years

16-20 years

Over 20 years

39. How many years have you been teaching in the Chicago Public Schools?

- 0-3 years
- 4-6 years
- 7-10 years
- 11-15 years
- 16-20 years
- Over 20 years

40. What is your highest level of education?

- Bachelor Degree (BA/BS)
- BA plus additional university courses
- Masters Degree (MA/MS)
- MA plus additional university courses
- Doctorate

41. What is (are) the grade-band(s) that you are currently certified or licensed to teach? Check ALL that apply.

- PreK-2
- K-9
- K-12
- 6-12
- 9-12

Other (please specify)

42. As a token of appreciation for your participation in this survey, you are invited to participate in a drawing of a \$25 dollar gift certificate. If you are interested, please provide your contact information in the spaces below. Please remember ALL information WILL BE KEPT CONFIDENTIAL. Thank you!

Name	<input type="text"/>
Company	<input type="text"/>
Address	<input type="text"/>
Address 2	<input type="text"/>
City/Town	<input type="text"/>
State/Province	<input type="text" value="-- select state --"/>
ZIP/Postal Code	<input type="text"/>
Country	<input type="text"/>
Email Address	<input type="text"/>
Phone Number	<input type="text"/>

APPENDIX A

ONLINE SURVEY

QUESTION UNRELATED TO THE SURVEY

Would you be interested in participating in an interview to expand the discussion about: 1) the knowledge and practices Bilingual and ESL teachers use in teaching middle grade ELs and 2) the professional learning opportunities they are afforded or are in need of in order to improve their practice?

If YES, please provide contact information below or send an email to Elizabeth Cardenas-Lopez at ecardenaslopez@my.nl.edu, indicating your interest. If NO, please ignore the question.

Elizabeth Cardenas-Lopez is a doctoral candidate at National-Louis University.

43. Are you interested in participating in an interview to further inform this study?

44. At what email address would you like to be contacted?

APPENDIX A

ONLINE SURVEY

CONFIDENTIALITY STATEMENT

Thank you once more for your time, interest and cooperation in taking this research survey. Your responses will help construct new perspectives on the knowledge and experience bilingual and ESL teachers bring to the instruction of middle grade ELs. The results of the collective data will also help inform the types of supports bilingual and ESL teachers need to teach their ELs more effectively. Your responses to this survey are confidential and will solely be used for the purpose of informing this research.