An Investigation of Academic Support for Limited English Proficient (LEP) Students in Jefferson County Public Schools

A Final Report

Capstone Project April 2016

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This project is a one-year investigation of the nature of academic supports afforded to limited English proficient students in the Jefferson County Public Schools district in Louisville, KY. Surveys, interviews, observations, and document analysis were conducted to illuminate some of the ways the district, schools, and individual teachers increased the chances for academic success during the 2015-2016 academic year. This report presents current and relevant research on second language learners, presents findings, and concludes with recommendations for the district. This report shows that while the district makes available human and financial capital, additional work on measurable goals, professional development, and structures for tracking and scheduling will ultimately serve LEP students well. This project was conducted by final year doctoral students at the Peabody College of Education at Vanderbilt University. A complete works cited page accompanies the full report.

About the Authors

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EXECUTIVE SUMMARY

Jefferson County Public Schools (JCPS) in Louisville, Kentucky is experiencing a rise in the number of students who enter school with limited English proficiency (LEP). The number of LEP students is projected to continue to rise, reflecting a national trend in student demographics, and previewing the next major equity and civil rights challenge for education service providers. As such, the JCPS has an interest in discerning the best ways LEP students may be served to meet academic proficiency, as determined by the Kentucky state assessment. The increase in number of LEP students compared with the limited available resources results in an ongoing challenge. All of these factors led to the following Capstone project questions:

- What is the scope and nature of academic support for Limited English Proficient (LEP) students in JCPS?
- How does JCPS utilize BAIs in the general education classroom?
- How does JCPS utilize co-teaching to support in the instruction of LEPs in the general education classroom?

These project questions ultimately lead to a discussion for JCPS, highlighting the implications of the trends if the LEP population maintains steady growth. This analysis addresses the project questions by focusing qualitatively on five middle schools with ESL programs and quantitatively on all nine JCPS middle schools with ESL programs. A mixed-methods design provided a descriptive analysis in response to the Capstone project questions. Surveys to district staff, principals, teachers, BAIs and counselors collected data from all nine middle schools with ESL programs. Five middle schools and the district office staff were selected from the group of nine for extended qualitative research, including interviews and observations of classrooms. Interview and observation data and document analysis from the five selected schools was used to provide insight to information gleaned in surveys of the nine schools.

Key Findings:

1. ***Limited English Proficient (LEP) students in JCPS are offered a variety of academic supports from three levels: district, school, and classroom. The academic supports vary greatly from school to school, both structurally and instructionally.*** Each level of support impacts LEP students and staff, ultimately contributing to or detracting from their academic success. Additionally, each level of support impacts students very differently, from the allocation of human capital to the strategies individual teachers use in their classrooms.

2. *Bilingual Associate Instructors (BAIs) perform a variety of functional and academic duties that impact the general education classroom.* BAIs are an important bridge for LEP students: Oftentimes, BAIs are found performing critical duties for students and certified staff, including serving as translators, proctoring assessments, and offering social support. However, professional development opportunities afforded to BAIs are seriously limited; a lack of such continued learning, combined with loosely defined job duties, may lead to restricted capacity to meet LEP students' instructional needs.

3. *There is wide variability across ESL middle schools in regards to co-teaching.* Across all observed middle schools, structures for co-teaching were inconsistent. Some schools offer co-teaching specific to the LEP population and include classroom experiences with an ESL teacher and a general education teacher; others do not offer co-teaching specific to LEP students.

Recommendations

1. *Establish a "Vision for ESL" with corresponding goals and measurable objectives.* While teachers and leaders at all levels of JCPS articulate the importance of focusing on LEP students, very few can articulate a specific vision or set goals for LEP student growth. Some schools have included references to such goals in their improvement plan, but the overall vision for ESL instruction and programming is not clearly articulated or formalized in a systematic way across the district.

2. *Develop an electronic handbook for leaders, teachers and BAIs in schools with ESL programs.* JCPS currently has an online repository of electronic resources to support schools with LEP students. The district should not only continue to develop and expand these online resources, but also develop a handbook in order to establish consistency and increase efficiency across JCPS.

3. *Establish a network of schools with ESL programs.* The work in schools with ESL programs is performed in silos and represents a network in name clustering only. While the district manages the allocation of resources and support from a top down system, it is important to provide schools with opportunities for collaboration and networking.

4. *Select an LEP advocate on each campus to drive the vision for LEP instruction.* Schools should identify an ESL advocate for each who has the explicit purpose of driving the vision for ESL instruction on a school level. This person would ensure the voice of LEP students are parents are present when school-wide decisions are made, in order to ensure continued equity of services.

5. ***Provide unique professional development for BAIs and teachers in schools with LEP Students.*** BAIs have limited opportunities to engage in continued learning experiences focused on the instructional and academic responsibilities pertinent to their position. However, BAIs are expected to provide instructional and academic support. As such, the district should ensure that BAIs are included in any strategic plans for professional development.

6. ***Conduct an internal audit of exiting systems in JCPS.*** Variability existed between schools in regard to scheduling and tracking; therefore, JCPS should conduct an internal audit of the systems schools use to place students in classrooms, including the implications for replacing the grade-level ELA with an ESL class. As a result of this audit, JCPS should publish a set of guidelines, considerations, or "best-practices" for school level structural supports for LEP students.

7. ***Continue to build and strengthen the partnerships with the University of Louisville and other higher education institutions.*** JCPS is limited in its own human capital and may benefit from leveraging a stronger relationship with the University of Louisville and/or other higher education partners. The district may push to formalize and make public a partnership with local universities to increase the number of teachers pursuing the ESL endorsement or to offer ongoing training and development.

8. ***Offer the Advance Placement test in the student's native or home language.*** School personnel consistently reported that LEP students are absent from the higher and advanced tracks within the school. Though students technically may be able to take classes in the higher tracks, it is unlikely that they do. As such, the ESL department and the Advance Program should make a concerted effort to inform parents of LEP students that the Advance Program exists for academically gifted and talented students. JCPS should ensure that LEP students have equal access to the Advance Program by administering the placement assessment in the student's home language or offer the assessment with the aid of a translator.

THE EVOLUTION OF OPPORTUNITIES FOR LEP STUDENTS

The number of non-English speaking immigrant students is the fastest growing population in U.S. schools today (Calderon, Slavin, & Sanchez, 2011, p. 103). Considering the rapid expansion, education agencies are charged with and challenged by providing equitable educational opportunities for these students. This charge toward greater educational access and equity was largely sparked by President Kennedy in his special remarks to Congress in 1963 on civil rights: "Simple justice requires that public funds, to which all taxpayers of all races [colors, and national origins] contribute, not be spent in any fashion which encourages, entrenches, subsidizes or results in racial [color or national origin] discrimination." A series of landmark cases and federal law beginning in 1964 followed President Kennedy's sentiments in order to formally establish statutory policies for the purpose of ensuring more equitable educational opportunities for all students, including immigrant students and students who speak English as a second language.

Equal education opportunity rights for students whose first language was not English gained traction as part of the broader Civil Rights Movement. Title VI of the Civil Rights Act of 1964 prohibited discrimination on the basis of race, color, or national origin in any federally assisted program, including education. Following Title VI came the Bilingual Education Act of 1968, also known as Title VII. Title VII provided supplemental funding for school districts interested in establishing programs to meet the "special educational needs" of large numbers of children with limited English speaking ability in the United States.

Greater attention to the specific needs of students with limited English proficiency continued in the early 1970s. The United States Supreme Court ruled in Lau v. Nichols (1974) that students cannot be denied access to and participation in any educational program due to an inability to speak or understand English. The court ordered that school districts must take affirmative steps to overcome educational barriers faced by non-English speaking students. A direct result of the Lau decision was the Equal Educational Opportunity Act of 1974, prohibiting states from denying equal educational opportunity based off of race, sex, color, or national origin.

In 2001, federal statutes continued to pay attention to the educational opportunities for limited English proficient students. Title IX of No Child Left Behind (NCLB, 2001) formally defined the subgroup 'Limited English Proficient' (LEP) as a category of students who are national-origin-minority students with limited English proficiency. Decades of federal legislation have resulted in requiring education agencies to provide supplemental supports to LEP students, most typically delivered through an English as a Second

Language (ESL) program. NCLB outlined specific expectations for LEP students in Title III of the Act. Title III, officially deemed the "English Language Acquisition, Language Enhancement, and Academic Achievement Act," requires LEP students to meet the same learning expectations as their English-speaking peers. LEP students are required to participate in a language test each year they have not exited LEP status.

In 2016, the Obama administration continues federal support of LEP[1] students with Title III of the "Every Student Succeeds Act" (ESSA). Title III, retitled "Language Instruction for English Learners and Immigrant Students," calls for disaggregation of LEP subgroups and additional grant funding to state and local education agencies. The Act also presents a renewed focus on ensuring that immigrant and LEP students attain English proficiency and develop high levels of academic achievement in English.

As LEP student populations continue to rise, states and school districts are finding ways to support and strengthen their academic achievement. Jefferson County Public Schools (JCPS) is no exception: as their LEP student population increases, it is vital to find the most appropriate and equitable supports that will increase their access and opportunity to a quality education and likelihood of their academic success.

PROJECT QUESTIONS

The convergence of three intersecting conditions in JCPS -- rapidly changing demography of the student population, rigorous accountability measures for LEP students, and the desire/ability to leverage and expand academic supports for LEP students – Our project focuses on a descriptive analysis of the current landscape of academic supports for LEP students in JCPS, and addresses three Capstone questions:

- What is the scope and nature of academic support for Limited English Proficient (LEP) students in JCPS?
- How does JCPS utilize BAIs in the general education classroom?
- How does JCPS utilize co-teaching to support in the instruction of LEPs in the general education classroom

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[1] The term Limited English Proficient (LEP) has been replaced by the term English Learner (EL) in the Every Student Succeeds Act (2016). For consistency with JCPS language, the term LEP is used in this report.

Three main factors necessitate JCPS to examine its efforts to support the academic success of LEP students:

- a rapidly shifting social context with the steady rise of the number of LEP students;
- high stakes accountability measures that track the academic progress of LEP students; and
- a desire to allocate and utilize limited resources effectively.

The Steady Increase of LEP Students

JCPS is a large, diverse urban district in Louisville, KY. Like many urban districts across the country, JCPS has seen demographic changes over the last few decades through an increase in the number of students not born in the United States. In particular, the number of Limited English Proficient (LEP) students has increased 15.8% since 2012-13 in grades preK-12. LEP students are confronted with learning the English language concurrently with content from a variety of academic areas (e.g. science, mathematics, social studies) (Li, 2012).

Increasingly diverse populations bring to schools increasingly diverse needs. As immigrant, limited English proficient families move into their new communities, schools must provide programs and curricula to deal with the unique pedagogical needs of this rapidly growing population (Chapa & de la Rosa, 2004; Wortham, Murillo, & Hamann, 2002). The United States Supreme Court established in Lau v. Nichols (1974) that LEP students must be provided an equal opportunity in education, and that a lack of appropriate language accommodations effectively made their education unequal.

Although language support services had been federally mandated as a consequence of the 'Lau' decision beginning with the Equal Education Opportunity Act (1974) and continuing through NCLB (2001) and ESSA (2015), the procedures for identification, placement, and program of these services vary greatly at both the school and district levels (Rivera et al., 1997; Zehler et al., 2003). JCPS must ensure that its instructional programming and resources meet the increasingly diverse needs of the LEP students currently in the district, while also making preparations to support the expected continued growth.
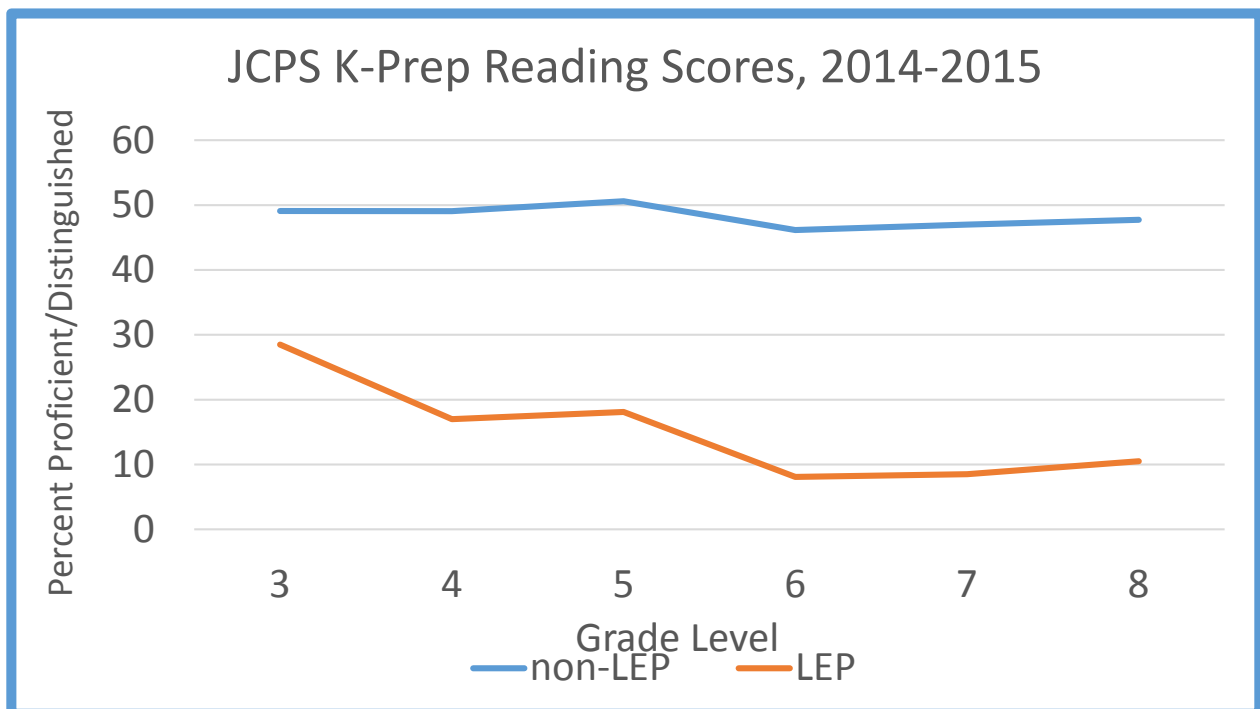
Increased Accountability for Academic Progress

Pressing high stakes accountability measures are the second driver for JCPS to provide comprehensive academic supports to LEP students. Students in grades 3-11 take the State assessment, the Kentucky Performance Rating for Educational Progress (K-PREP)

in reading, mathematics, science, social studies, writing, and language mechanics. K-PREP, along with the State's new accountability system, went into effect during the 2011-12 school year to assess Kentucky's educational standards. All LEP students participate in the K-PREP assessment, unless they are in their first year in the U.S. LEP students have the dual challenge of comprehending the English language and mastering content in order to be successful on K-PREP.
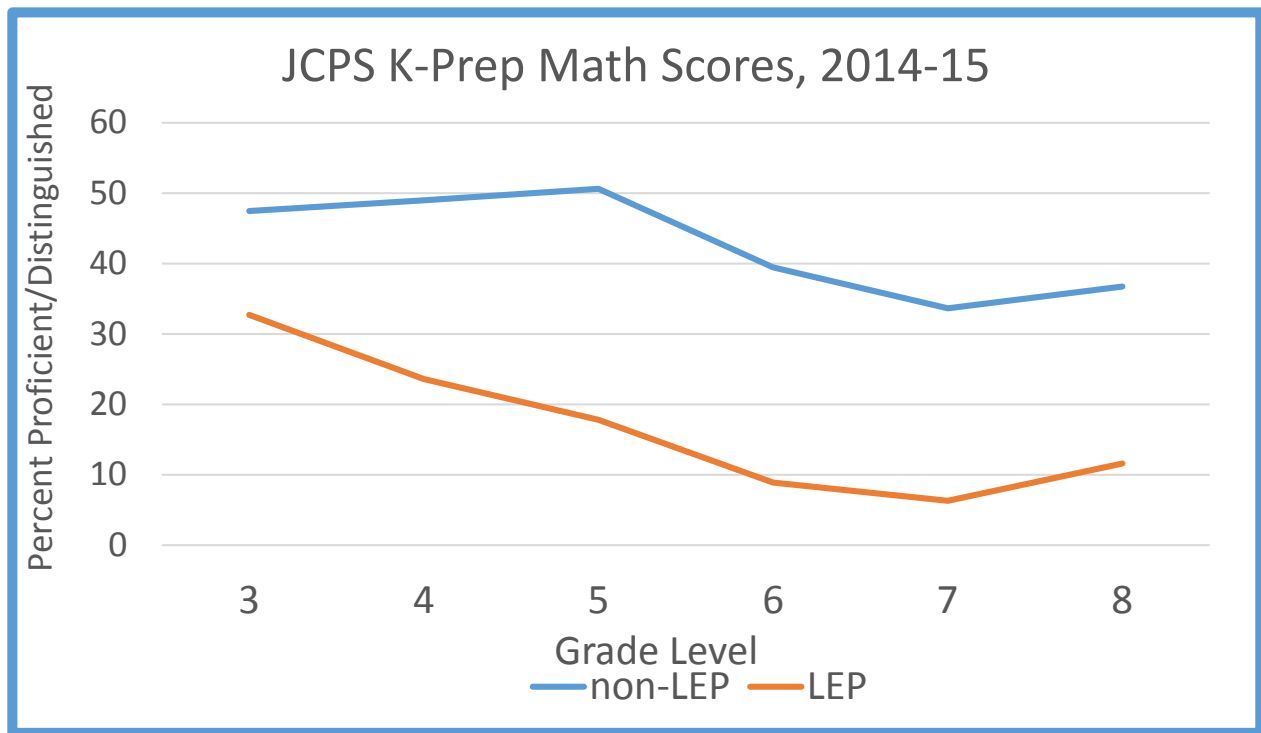
In addition to measuring absolute achievement, Kentucky includes a Gap Closure Index (GCI)--which includes LEP students--as a factor in their accountability system. The GCI measure compares the relative performance of various subgroups (e.g. African American, Native American, economically disadvantaged) to the rest of the population and provides a weighted accountability score according to the size of the performance gap (http://applications.education.ky.gov/SRC/Glossary.aspx).   Therefore, working to accelerate the performance of LEP students is paramount to the overall success of JCPS.

K-PREP data for JCPS in 2014-2015 show LEP students score at much lower rates of proficiency than their non-LEP counterparts. Moreover, the gap between LEP students and non-LEP students persists, and even increases in some subjects, across grades 3-8. Figures 1 and 2 show the achievement gap between LEP students and non-LEP students in JCPS for math and reading. The data show that proficiency levels for LEP students dip below 10% in grade 6 for both reading and math, lower than any other grade, 3-8.

Figure 1. JCPS K-PREP reading scores for grades 3-8, 2014-2015

Figure showing JCPS K-Prep Reading Scores, 2014-2015. Y-axis: Percent Proficient/Distinguished (0 to 60). X-axis: Grade Level (3 to 8). Legend: non-LEP, LEP.

Figure 2. JCPS K-PREP Math scores for grades 3-8, 2014-2015

JCPS K-Prep Math Scores, 2014-15

Percent Proficient/Distinguished vs *Grade Level*

Legend: non-LEP, LEP

Effective Utilization of Limited Resources

In addition to social changes and accountability measures, JCPS desires to appropriately allocate and effectively utilize available instructional resources. JCPS strategically places ESL programs in schools by considering the increasing numbers of LEP students in certain schools, geographic dispersion, and available funds.   This designation concentrates resources supportive of LEP students in these schools. LEP students who have accepted ESL services are assigned to a school with an ESL program; currently, 80.3% of LEP students across the district are recipients of ESL services and are enrolled in a school with an ESL program. The remaining LEP students attend either their assigned neighborhood school, magnet school, or remain at their current school but cease to receive ESL services.

Two of the main direct resources JCPS allocates to schools with ESL programs are an ESL-certified teacher and a Bilingual Associate Instructor (BAI). The ESL teacher works with LEP students on English language acquisition skills, oftentimes in a separate, self-contained, smaller classroom. In some schools, the ESL teacher follows a group of ESL students to other classes, like math or social studies, and co-teaches with the primary content teacher. Co-teaching - the pairing of two certified teachers, in this case a general education teacher and an ESL teacher - is a structure that encompasses multiple adults

working with students in the same classroom (Wilson & Blednick, 2011; Honigsfeld & Dove, 2010). LEP students in an ESL co-taught classroom have the potential benefit of the content expertise of the content teacher and the language expertise of the ESL teacher to help them overcome any language barrier that might otherwise impact their ability to access the content. ESL teachers are also expected to play a critical role in the school building to support general education content teachers by sharing strategies specifically targeted to English language learners. These strategies ideally support language acquisition alongside delivery of core academic content.

JCPS also provides funding for one bilingual associate instructor (BAI) at each school with an ESL program. BAIs are not required to be certified educators. The minimum qualifications for BAIs are a high school diploma or equivalent (e.g. GED) and the ability to speak English and one additional language. While BAIs serve schools in a variety of ways, such as translating or performing lunch duty, their primary function is to support teachers in the general education classroom. Specifically, BAIs work in science, math, social studies, and occasionally ELA classrooms to lower or remove the language barrier so students can fully engage in learning the academic content. BAIs provide an important, yet limited, instructional resource to the general education teachers and LEP students.

Allocation of an ESL teacher and a BAI are the two primary direct supports the district provides to schools with ESL programs. These resources are instrumental in the academic supports they provide LEP students, but this support has functional limits. LEP students are generally provided English Language Arts instruction with the ESL teacher, not in a grade-specific English class; however, those same students spend the majority of their time without the ESL teacher in other classes. BAIs are generally deployed in classes with the most LEP students, but most schools have only one BAI. The result is that many LEP students in core academic classes do not benefit from the extra support a BAI can provide. Given this reality, general education teachers must be well-equipped to effectively instruct LEP students, appropriately attending to their language needs while simultaneously providing rich content instruction (Lucas, 2011, p.6; Bunch, 2006)

A JOURNEY OF TRANSITIONS

Consider a typical journey of a middle school LEP student in JCPS:

An immigrant family moves into Louisville and is given support from Catholic Charities for housing, where they are informed about the local school district. Mom takes her son to the JCPS ESL office to register for school. He takes the Home Language Survey to determine if the dominant language spoken in his home is English or not. Because his primary language is not English, he then takes a screener given to incoming students who may be designated as LEP to determine eligibility for ESL services. The student is found eligible for ESL services, and his parents have to make a decision.

At this point, his parents can opt to refuse or receive ESL services. If parents refuse ESL services, the young man is still designated as LEP, but does not have formal access to the services provided by schools with ESL programs and is assigned to a school as a regular student. If his parents choose to receive ESL services, he begins school at the JCPS ESL Newcomer Academy-- a "bridge" school for LEP students. The Newcomer Academy assists him in developing conversational English and academic skills necessary for baseline success in a regular school. His parents accept ESL services, and the young man attends the Newcomer Academy for one to three semesters.

After leaving the Newcomer Academy, he is assigned to a middle school with an ESL program. Upon entry to the school, he is placed in a separate ESL class with other LEP students. Smaller in nature, the class replaces regular English and is taught by an ESL teacher. The student travels with the same group of LEP students throughout the day, going to regular math, science and social studies. In math class, he receives co-taught instruction with a regular content teacher and the ESL teacher; in his social studies and science class, he is supported by a bilingual associate instructor (BAI) may not speak his same home language; and in art and physical education, he receives no additional support. His classes are taught in English only.

As he progresses academically, he exits LEP status. Though he may have strong conversational English, he still struggles with written language, reading, and academic oral English. He moves from being in classes with extensive academic support, like the ESL class, and transitions into complete general education classes with little-to-no support.

The trajectory of an LEP student is fraught with transitions. From moving into the country, then moving into the district, to moving into Newcomer's Academy, to moving into a school with an ESL program, to moving into an ESL class and finally moving into general education, an LEP student is constantly in transition. This journey is one of the main reasons that it is important to investigate the academic supports for LEP students in JCPS.

CONTEXTUAL ANALYSIS

Louisville has a population of 741,096 (US Census Bureau, 2010) making it the largest city in Kentucky and the 18th largest city in the nation. The city of Louisville merged with Jefferson County in 2003 resulting in a consolidated countywide school system. JCPS serves over 100,600 students, grades preK-12 in 173 schools. Students speak 109 unique languages; the top 5 most commonly spoken languages are Spanish (52.3%), Arabic (8.2%), Somali (6.7%), Nepali (5.0%), and Mai Mai (4.4%). To add to the complexity of the student demographics, the LEP student population continues to increase: Since 2012, the LEP population has increased 15.8% in JCPS in grades preK-12.

Though the LEP population growth is high, the JCPS ESL office consists of ten people who support all schools serving LEP students. This office includes the following personnel: one Program Coordinator who oversees and coordinates all efforts to support instruction of LEP students, including advocating for resources; one ESL Department Specialist who provides overarching instructional support, including professional development; and 8 resource teachers who work directly with schools that have ESL programs providing a direct point of contact for teachers in the district. One resource teacher supports all 9 middle schools with ESL programs, serving as the primary point of contact.

The district ESL office studies recent trends in populations and demographics of immigrant families new to Louisville, the neighborhoods into which they move, and the reasons why the move. They study migration patterns within the district to determine geographic areas with increased concentrations of families in certain neighborhoods and decreased concentrations in others. To aid in their work, the office maintains close relationships with two organizations--Catholic Charities and Kentucky Refugee Ministries--that provide trending information about the number of new families that are expected to move into the city. These agencies work with families to support them as they settle into Louisville. The data the agencies provide to JCPS can be predictive of migration trends and are useful in making decisions regarding placement of ESL programs within schools.

Placing an ESL program within a school is a costly venture: JCPS spends $225,000 to start an ESL program at a school (2015-16 Working Budget, p. 33). With limited resources, placing a new ESL program at a school is a critical decision, as the inclusion of a new program may consequently result in removing the ESL programs from another school or reallocating resources between schools. Currently, there are 41 ESL programs in elementary schools, 9 ESL programs in middle schools, and 10 ESL programs in high schools across JCPS. LEP students receiving ESL services are assigned to schools with ESL programs.

A mixed-methods design was used to answer the project questions. Quantitative and qualitative methods were employed concurrently to gather data which was not analyzed until data collection was completed. Data collection methods included securing pertinent documents, administering surveys, conducting interviews, and observing classrooms. Gathering and analyzing data from these sources provided a deep, broad, and textured 360-degree view of academic supports at the district, school, and classroom levels for LEP students.

The research team conducted weekly calls to maintain focus and to ensure a thorough, shared understanding of all project-related work. Non-secure project-related documents were housed in a shared google drive. Secure documents were maintained in a locked file cabinet.

Emails and interviews were exchanged early in the fall of 2015 with JCPS district staff. The JCPS assessment and evaluation department and the ESL department acted as the primary liaison between the project team, schools, all levels and divisions of the district office, the budget office, human resources, and helped to secure district data.   These initial conversations and emails were instrumental in the project team's decision to focus on academic supports for LEP students in JCPS middle schools.

Efforts were focused at the middle school level (grades 6-8) for four reasons. First, middle school represents a critical age in a child's development, marking an important time in both their social-emotional development, as well as their academic performance and engagement (Eccles & Midgley, 1989; Simmons & Blyth, 1987). Second, focusing on middle schools increased opportunities for the project to include a study of academic supports for LEP students who receive ESL services as well as those who do not: only 68.3% of LEP students receive ESL services in middle school, compared with 82.0% in elementary school and 80.0% in high school. Third, achievement data for K-PREP show proficiency levels for math and ELA first fall below 10% for LEP students in grade 6, and indicate a large gap between LEP and non-LEP students' performance across grades 3-8. Finally, an early phone conversation with district personnel revealed that closer monitoring of middle school academic programming and performance was a district priority for the 2015-2016 school year.

School Selection

School-level data were collected from middle schools with ESL programs because of their large concentrations of LEP students and academic supports for LEP students.

Indeed, 100% of ESL middle school students are enrolled in middle schools with ESL programs, and 47.3% of non-ESL LEP students are enrolled in middle schools with ESL programs. Surveys were administered to principals, counselors, teachers, and BAIs at the 9 ESL middle schools. Five middle schools with ESL programs (i.e., Olmsted North, Olmsted South, Thomas Jefferson, Westport, and Western) were chosen for classroom observations and interviews. K-PREP achievement data, geographic location, and demographic data for all 9 ESL middle schools were analyzed to ensure the 5 selected schools were representative of the 9 middle schools with ESL programs in JCPS. The 5 chosen schools represent a range of academic achievement with performance data at the low, middle, and high strata. The 5 schools also encompass a wide geographic range across JCPS' established boundaries, ensuring a greater variety of different ethnic communities and LEP student populations that reflect the diversity of the district (Appendix A). Demographic data was analyzed so that a broad range of racial and ethnic diversity was included, while also looking at ranges of the LEP student populations as a percentage of the overall school population.

Factors that might become confounding variables in the project excluded some schools. Before the study commenced, the 5 selected schools had already established ESL programs for longer than one academic year. For example, Moore Traditional School was not included since this was the school's first year with an ESL program. The story of the "newness" of the ESL program may have skewed the findings. Moreover, Moore Traditional School included grades 6-12, while the 5 selected schools served students in grades 6-8 only.

Data Collection: Surveys, Site Visits & Documents

Surveys permitted the collection of data across the entire population of middle schools with ESL programs. All levels of school personnel who are responsible for supporting LEP students academically were surveyed. In-person interviews allowed the capture of more nuanced data, deepening and adding texture to the findings of the surveys. Classroom observations permitted the documentation of objective descriptions of teacher practices and instructional materials. Copies of student assignments provided examples for the expectations of student language development. Finally, district document analysis provided insight into district expectations, levels of current support, and future plans for supporting LEP students.

Surveys

Surveys were developed to collect information from the following groups of school-based personnel at all 9 middle schools with ESL programs: teachers, BAIs, school counselors, and principals (Appendix B). Surveys were developed using current literature specific to

each of the positions. Principal and counselor surveys focused on themes of structural types of supports at the school level: scheduling and tracking, expectations for sharing instructional responsibilities, allocation and utilization of school-level resources, professional development opportunities and needs. The teacher and BAI surveys were heavily based on a survey developed by the CCSSO and Wisconsin Center for Education Research (https://secure.wceruw.org/seconline/Reference/SEC_ELD_ESL_Survey.pdf), focusing on expectations for shared instructional structures and teacher practices intended to support LEP students. Questions regarding opportunities to participate in different types of professional learning activities were included also. Team members reviewed the surveys for alignment to the project questions and literature, as well as interview and observation protocols.
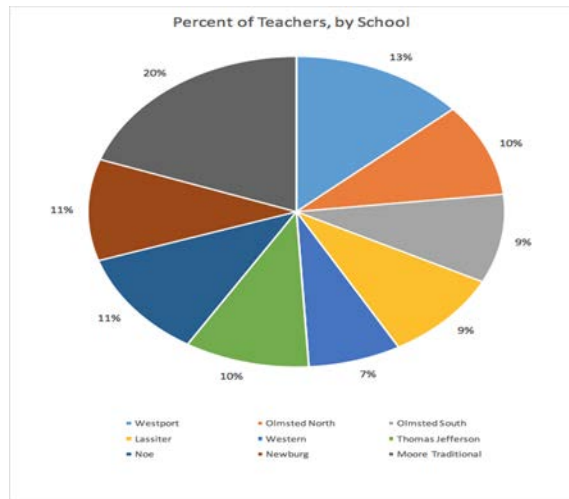
The JCPS Data Management and Research Department provided a spreadsheet of all staff members employed in the 9 middle schools with ESL programs which included names, email addresses, and job titles. Appropriate personnel (i.e., principals, teachers, counselors, and BAIs) were selected from the spreadsheet and received the survey. Surveys were developed in and distributed through Qualtrics. Prior to survey distribution, JCPS district staff sent an email to school principals encouraging them to alert their staffs to the survey. Surveys were launched December 1, 2015; each individual received a unique link contained in the body of the email.   Non-completers in each group received three follow-up reminders every two weeks until the survey was closed. Survey response rates are detailed in Table 1.

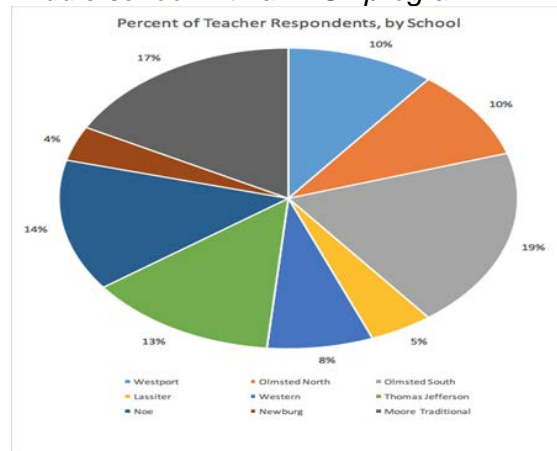| Table 1. Surveys			
Personnel	Total Responders	Surveys Sent	Response Rate
Principals	9	9	100%
Counselors	9	24	37.5%
Teachers	129	479	26.9%
BAIs	5	13	38.5%

Teacher respondents to the survey are broadly representative of teachers in all middle schools across two critical factors. The mean number of years' experience for all teachers in middle schools with ESL programs is 8.4 compared with 10.3 for teachers who completed the survey. Additionally, of the 129 teachers who responded, 31 teach math, 29 teach English Language Arts, 26 teach science, 31 teach social studies, and 26 teach another subject such as art or physical education. Similar representation across subject areas and years of experience ensures validity of the teacher survey.

Figures 1 and 2 show the percentages of teacher respondents by school as compared to the relative percentages of teachers at each school.

Figure 1: The percent of teachers at each JCPS middle school with an ESL program

Percent of Teachers, by School

13%
10%
20%
9%
11%
9%
11%
7%
10%

Westport   Olmsted North   Olmsted South
Lassiter   Western   Thomas Jefferson
Noe   Newburg   Moore Traditional

Figure 2: The percent of teacher respondents to the survey at each JCPS middle school with an ESL program

Percent of Teacher Respondents, by School

10%
17%
10%
4%
14%
19%
13%
5%
8%

Westport   Olmsted North   Olmsted South
Lassiter   Western   Thomas Jefferson
Noe   Newburg   Moore Traditional

Site Visits: Interviews and Classroom Observations

Site visits occurred in six days over two weeks. In preparation for school visits, a team member communicated with a representative from each school to establish a schedule for interviews and observations. These schedules were meant to ensure that site visits were productive and efficient. Moreover, these schedules were intended to provide samples which would ensure high levels of validity for the findings. Principals were interviewed simply based on their position. Counselors were interviewed based on their position and availability. Criterion-based sampling was used to purposively select teachers for interviews and observations. Criterion for the sample included, but was not limited to, presence of LEP students, a variety of grade levels, a variety of academic subjects, and a variety of instructional structures, i.e., with and without a BAI, co-taught, general content classrooms, and ESL classrooms (Babbie, 2013).

At each school, schedules were altered the day of the visit due to teacher absences, field trips, alternate bell schedules, or other unique site-specific circumstances. Team members worked closely with school administration so that replacements still permitted

interviews and observations with a diverse range of pertinent staff. Sampling for teacher interviews and observations became ones of convenience, opportunistic, and emergent based on developing themes and patterns (Babbie, 2013; Patton, 2002).

Interviews

Thirty-four interviews were conducted across the 5 middle schools with ESL programs: 4 principals; 7 counselors; 17 teachers; 5 BAIs; 3 ESL district staff. Interview protocols were developed for district staff, principals and counselors, teachers, and BAIs (Appendix C). Protocols were developed based on current literature and designed to collect textured information to complement the surveys. Protocols were aligned to the same thematic areas around school structure and instruction.

Protocols were studied and well-understood by all team members in order to serve as a framework for semi-structured conversations. Following the protocol ensured a high level of consistency across team members. However, team members used the protocol flexibly to permit pressing on particular ideas or unique responses that surfaced, as necessary. After each school visit, team members discussed notes from individual interviews and tracked emerging themes.

Interviews were conducted in quiet spaces predetermined by each school, such as conference rooms or professional development workrooms.   The ESL coordinator, middle school resource teacher, and professional development facilitator from the JCPS ESL district office were the final interview. Ending with the ESL district staff allowed for expansion of themes and patterns that were consistent across schools and spoke to key findings from school visits.   All interviews were digitally recorded and accompanied by handwritten or typed notes.

Observations

Twenty-nine classroom observations were completed across the 5 selected schools. These observations encompassed a wide variety of content areas, classrooms, and teaching structures, as described in Table 2. Every teacher who was interviewed was also observed.

Table 2. Observations	
Observations by Category	**Number of Observations**
Content Area	6 math 5 social studies 4 science 5 ESL 7 English 2 ESL/English
Grade Level	4 6th Grade 13 7th Grade 11 8th Grade 1 mixed grade level
Teaching Structure and Student Composition	6 with BAI support 5 co-taught/inclusion 7 general education with ESL cohort 7 general education with LEP students 4 general education with no LEP students
School	4 Western 5 Westport 10 Olmsted South 7 Olmsted North 3 Thomas Jefferson

Observations served to identify teachers' instructional practices, particularly around language expectations. An observation protocol was developed to guide observations and ensure consistency across team members. The protocol was informed by research regarding best practices for supporting language learning and language acquisition. The observation protocol was created with several categories to provide an overall framework and structure. Observation notes were recorded by hand or electronically. All hand written observation notes were input into the electronic template for efficient extraction of evidence and categorization of thematic categories (Appendix D).

Observations examined four main categories of instructional practices: physical learning supports; visual supports; oral language expectations; and written language expectations. Table 3 identifies how these supports are defined and the coding system for measurement.

Table 3. Observations, Instructional Practices		
Instructional Practices	**Definition of Terms**	**Measures**
Physical Learning Supports	Physical learning supports refer to the physical environment of the classroom. Any permanent physical visual tool for academic learning available to students during the duration of the class period (e.g., a poster affixed on the wall, a word wall, or anchor charts on walls or student desks). Observation Question: "Does the classroom have observable learning supports for LEP students (e.g., picture or images of concrete or abstract concepts, large printed signs or posters)?	● None - no physical supports ● Some - at least one physical support, but less than 50% of wall space ● Many - the majority of the wall space, observed at 50% or more
Visual Supports	Visual Supports refer to the visual instructional aid(s) a teacher uses during a class period. Any visual tool all students are reasonably expected to have access to, but may not be visible for duration of class period (e.g., a handout, a powerpoint presentation, a video) Observation question: "Does the teacher provide visual aides to support learning of content (e.g., graphic organizers, handouts, powerpoint presentation)?	● None - no visual supports observed ● Some - at least 1-2 visual supports ● Many - 3 or more visual supports
Oral Language Expectations	Oral Language Expectations refer to how the teacher holds students accountable for verbal engagement. Teacher expectations for student talk or in pairs, small groups. or whole class (e.g., the teacher asks a question to the whole group and one student answers or the teacher puts students in small groups to discuss a problem) Observation Question: Does the teacher hold all students accountable for verbal engagement?	● No/Low- Few or no student oral communication (i.e. students working alone, or the occasional "turn and talk" exercise) , and no identified expectations for the interaction (e.g., no directives on group or talk structure) ● Medium- paired student interaction that occurred two times or more and/or frequent responses to the teacher ● High- frequently structured student-to-student interaction (e.g. in pairs or small groups) with clear expectations for these interactions

Written Language Expectations	Written language expectations refer to both quantity and quality. Written language expectations are defined as any time students are expected to write (e.g., a quick-write, copying notes, or constructing an essay). Written language expectations also identify the level of cognitive complexity of the written task (e.g., copying notes from the teacher vs. generating new notes from what the student has read) Observation Question: Does the teacher expect students to write for a better understanding of content?	• No/Low- no written language expectations or the writing is not complex. Students are not asked to generate a unique thought. • Medium- writing is infrequent or moderately complex. Students may be asked to write based off of what they read. • High- writing is frequent and complex (evaluative, analytical, and/or unique thought)

Initial observations during the first two site visits were conducted by pairs of team members to establish inter-rater reliability with the observation protocol. Each component of the protocol was immediately debriefed after these initial observations before the remaining observations could be reliably performed individually.

Documents

JCPS has a vast array of readily available data and information on its district website (http://www.jefferson.kyschools.us/). Collected district level documents included ESL teacher job descriptions, BAI job descriptions, K-PREP scores, student demographic data, and the district professional development calendar. School level documents included copies of all blank work distributed to students in observed classrooms and any front office readily available material intended for the general public (e.g., parent letters).

DATA ANALYSIS: SURVEYS, INTERVIEWS, OBSERVATIONS & DOCUMENTS

Data gathered from surveys, interviews, observations, and documents were analyzed in order to respond to the project questions. Data was analyzed and synthesized across all data collection methods to provide deep, comprehensive findings and to strengthen validity and reliability. As a descriptive analysis study, all data was analyzed to provide a comprehensive description of key findings in response to the project questions. Extraneous findings were discarded.

Surveys

All surveys yielded descriptive statistics which were easily extracted from Qualtrics. These quantitative data were analyzed alongside interviews, observations, and pertinent documents to find alignment or asymmetry with trends found regarding structural school supports and classroom instructional practices.

Interviews

Interviews were listened to a minimum of three times. Multiple listens allowed for the identification and syntheses of recurring themes across schools and personnel. The initial listen allowed team members to separate the important from the unimportant. Themes began to emerge on the second listen which were placed in a matrix. Team members populated the matrix with key findings which addressed the project questions. The third and final listen was necessary to pull out key quotes in support of the findings (Patton, 2002).

Observations

Team members analyzed the evidence collected from the aggregate of observation data to glean emergent themes regarding different aspects of instructional supports for LEP students. These themes were closely compared with evidence from survey and interview data to determine areas of corroboration or disconnect (Patton, 2002).

Documents

Document analysis provided a broad understanding of how JCPS supports LEP students. The FY 2015-2016 Working Budget and Per Pupil Spending were analyzed to examine how funding resources are allocated and distributed to schools and to determine the extent of future allocation plans given the expected increase in the LEP population.

The BAI job description and BAI guidelines documents (Appendix E) were analyzed in order to understand the district expectations for the work of BAIs. These documents allowed the project team to compare these expectations to evidence collected from the surveys, observations, and interviews. The 2015-16 Middle School Data Book and Middle School Profiles were analyzed for demographic data. This allowed a deeper understanding of how the population of LEP students is changing and shifting over time. Academic achievement data (i.e. K-PREP scores) from the Kentucky Department of Education (KDE) website were analyzed for student performance. A professional development catalog for the 2015-16 school year was analyzed for the professional development offerings JCPS provided in support of staff at schools with ESL programs.

Demographic and achievement data were primarily used to provide greater contextual insight. District financial documents were studied to determine the extent of allocations specifically in support of ESL programming. These documents provided information both in terms of actual expenditures and narrative statements describing JCPS' plans and level of commitment to ESL programming.

Classroom work collected during observations was analyzed for the levels of cognitive complexity and expectations for language.

LIMITATIONS

The project team acknowledges several limitations to the study. Some limitations were caused by a delay in the site visit schedule because of a state-level audit of JCPS schools which impacted all five of the schools selected for site visits. The audit occurred during the same time as the survey was scheduled to launch, and as interviews and observations were intended to occur, requiring the surveys, interviews and observations to be pushed back one month. A SPAM warning from JCPS was sent the same time the survey was launched instructing all employees within the district not to open any unrecognizable emails. This SPAM warning, combined with the end of the semester timing with exams, winter break, and other end-of-semester business most likely contributed to the low response rate on the surveys. Because of the delays, travel plans were altered for team members. All team members were originally scheduled to be in JCPS for all site visits. However, the delay in JCPS combined with a flight cancellation prevented one team member from being present for three of the site visits. Observation and interview numbers would have otherwise been greater.

A second limitation is that members of the project team were not trained classroom observers, and the observation tool was used for the first time in this study. This limitation is mitigated by three factors. First, the establishment of a research-based protocol provided a consistent framework within which to document objective findings. Second, establishing inter-rater reliability further ensured consistency across individual observations. Third, each team member had a great deal of professional experience observing instruction.

Another limitation with the observations is that observers did not observe a range of classrooms with varied structures for comparability. Ideally, the project team would have observed a similar number of classes ESL classes and general education classes with ESL students, non-ESL LEP students, and no LEP students. Teacher arrangements include single content teachers, teachers with BAI support, teachers with LEP students but without BAI support, co-teachers with general-education and ESL teachers, co-

teachers with a general education teacher and exceptional child education (ECE) teacher. A similar number of observations across each of these varieties of teacher combinations and student compositions would have permitted the project team to discern differences in pedagogical practices and the extent to which these differences correlated with the presence or absence of LEP students.

A final limitation is that this study was conducted only at middle schools with ESL programs. Focusing the study at one particular tier level permitted a deeper descriptive analysis in response to the project questions. However, some differences might be found if the study included elementary and/or high school tiers.

Despite these limitations, the project team does not believe the findings or recommendations are impacted in any substantive way. The use of both qualitative and quantitative methods, strategic sampling methods for both schools and personnel, and cross-cutting data analysis across a variety of sources ensures high levels of both validity and reliability of the findings.

Project Question 1: What is the scope and nature of academic support for Limited English Proficient (LEP) students in JCPS?

Limited English Proficient (LEP) students in JCPS are offered a variety of academic supports from three levels: district, school, and classroom. JCPS provides a myriad of direct and indirect resources to support the academic achievement for LEP students; however, those resources are not directed by a clear set of guiding principles or goals to focus the work. As a result, there is a high degree of variability, both structurally at the school level and instructionally at the classroom level for middle schools with ESL programs and their classrooms. Project question one explores the ways in which JCPS aims to increase academic achievement for LEP students and the findings below highlight the academic support from each level.

THE DISTRICT

FINDING 1
The district provides both direct and indirect academic support to LEP students in schools with ESL programs. Direct supports touch students directly (i.e., translation services, human capital, funding); indirect supports impact students indirectly (e.g., professional development and resource teachers).

Direct Academic Supports: Translation Services, Human Capital, & Funding.

a. Translation services

JCPS provides direct academic support to schools with ESL programs through services including translation services for schools and the allocation of human capital (i.e., BAIs and ESL teachers). Schools in JCPS express varying degrees of utility of the resources offered. Schools were very clear that one of the biggest resources available to their disposal is the use of translation services. There are 109 languages spoken in JCPS; at one middle school, 16 unique languages are spoken by students, including Vietnamese, Mai Mai, Chen, Karen, Farsi, Spanish, and Hindi. While each school indicated knowledge of the availability of translation services from the district, schools also expressed concern about the efficiency and functionality of the translation services. A counselor at one school said "I know we have translators...we have to put like an order in for it, basically, I know that sounds horrible. But that could take several weeks, so typically we'll try to find someone in the building that could help us and/or find a sibling." So, while the translation

service is offered, all schools know it exists, and schools indicate using the service, the usefulness of the service is restricted by availability.

b. Human capital

JCPS oversees human capital decisions as they pertain to some positions in ESL schools. The district tries to allocate a minimum of one BAI and ESL teacher per school; schools are able to purchase additional positions from school funds. These personnel provide direct academic support to LEP students. According to analysis of the JCPS job description, BAIs are charged to "Assist teachers in fulfilling the goals of the second language program by providing the appropriate language instruction to the students assigned to such classes. Assist in the implementation of education programs by providing comprehensive assessments, evaluations, and instruction." In addition to the BAI, the ESL teacher is another human capital resource. The ESL teacher "Plans, organizes and delivers the program of instruction based on approved curriculum; monitors, evaluates, and communicates student progress; maintains records and makes reports; enforces Board policies, regulations, and rules; supervises students, and secures and maintains school property and materials" (Appendix F). Both of these personnel are charged with directly supporting LEP students' academic growth.

c. Funding

A review of financial documents accessible online through the JCPS website indicates per pupil spending at ESL middle schools is higher than at non-ESL middle schools. JCPS provides at least one ESL-certified teacher and one BAI to each ESL-designated school, and these additional resources result in 10.8% more spending per pupil for schools with ESL programs when compared to schools without ESL programs at the middle school level. During the 2014-2015 school year, JCPS allocated $9359.88 per pupil in middle schools with ESL programs and $8447.47 per pupil in middle schools without ESL programs

An additional equity consideration is the number of BAIs and ESL teachers at each school in relation to the number of LEP students attending each school. While the district provides a minimum of one ESL teacher and one BAI, additional staff positions can be allocated by the district or purchased by the school. Table 4 highlights the number of LEP personnel in comparison to the number of LEP students at each JCPS middle school.

Table 4. LEP Support			
School	**Number of LEP students**	**Number of ESL teachers**	**Number of BAIs**
Newburg Middle School	88	1	2
Westport Middle School	55	1	1
Thomas Jefferson Middle	119	3	3
Lassiter Middle School	76	3	1
Moore Traditional School	69	2	1
Noe Middle	60	2	1
Frederick Law Olmsted Academy North	94	2	3
Frederick Law Olmsted Academy South	86	2	1
Western	49	2	1

Table 4 shows that schools with larger populations of LEP students generally have more ESL teachers and BAIs. Indeed, a correlation coefficient of 0.82 shows a strong, positive correlation between the number of these staff members and the number of LEP students. One principal explained the decision to hire additional personnel for LEP students. "I've got 3 ESL teachers, so I'm able to dedicate one per grade level. One of those teachers we paid for additionally out of our budget. I've also got three bilingual assistants [BAIs], so I'm also once again able to dedicate one per grade level. One is in our budget, one is paid for with a grant, and one I paid for additionally."

Analysis of the Working Budget for 2015-16 indicates that the overall spending for ESL programming provides students with extra support in light of the ESL student population and overall LEP population. Total ESL program expenditures are $13,200,000, and the overall district general fund is $1,149.075,659. The district spending for ESL students is 11.5% of overall expenditures, the ESL population is 5.0%, and the LEP student population is 6.6%. The inclusion of ESL as a "notable new allocation initiated in FY 2014-15 and sustained in the new-year budget" indicates a district-level financial commitment to the support of ESL programs and students.

d. Professional development

Seven out of nine principals reported on the survey that teachers were either "minimally prepared" or "not well-prepared" to meet the needs of LEP students with whom they work. However, one main indirect academic support in JCPS is professional development.   These professional development opportunities were made available to classified and certified staff.

In the 2015-2016 school year, JCPS offered 66 professional development sessions with an ESL academic focus out of 4,618 total professional development offerings (1.4%).

Out of 4,618 professional development sessions listed in the district pdCentral report, 66 sessions were identified under instructional content related to ESL. Of these 66 sessions, 29 occurred during the summer months, and 12 were slated to occur between January and June 2016. While the average number of participants for these sessions was 17 individuals, 29 sessions through February had fewer than 10 participants.   Of the scheduled professional development, 8 sessions were slated as middle school PLCs with flexible scheduling each month; 6 sessions were targeted for teachers new to Newcomers' Academy; 4 sessions were elementary PLCs with flexible scheduling each month.   By February 1[s, t] the record showed 921 participants attended across all sessions. However, the majority of participants, 629, attended before September. The report does not provide information about participants who attended multiple sessions.

During interviews teachers reported that the professional development they attend is useful; teachers also reported that more professional development is needed.   One teacher said, "While these supports do not directly touch students, their focus on increasing the instructional and pedagogical capacity of teachers, counselors, administrators and BAIs do impact students," indicating that teachers find utility in the professional development. However, the majority of teacher interviews indicated not having enough professional development from the district. One teacher said, "Over the summer I was asked to go to one PD, but that was more [like another teacher] was able to invite some people so she had asked me to go. There's not too many PD in the district that we can necessarily go to."   A principal also discussed the low availability of professional development from the district to teachers, "I don't see a [PD] focus and that may be bad to say. But I remember that we had a terrific PD that they did about three years ago. And they did it for principals and I'm like this is great stuff, because a lot of the strategies aren't any different than you would use. But to me it's always a waste when

you give it to principals. The teachers need it and there need to be more opportunities for teachers."

The district offers few opportunities for professional development focused on instructional support for LEP students, but teachers reported engaging in other professional learning activities. Each school discussed augmenting professional development. One principal said,

> We're a part of the SREB [Southern Regional Educational Board]. They're part of the literacy design collaborative. Typically your ESL teachers are not the teachers that have been targeted for those programs. However what they have done is to partner together. They are actually collaborating. [A teacher] is taking her...advanced placement [sic] students and combining with the ESL kids to do a literacy unit. The district offers some. We've had [a school ESL coach] primarily offered embedded professional development on our goal days to help teachers with those strategies. They've also worked one-on-one with some teachers.

In the 2015-2016 school year, the district offered no professional development sessions to BAIs.

While teachers are most directly responsible for the academic growth of their students, BAIs are charged with academic support, and arguably also need ongoing professional development. During interviews, teachers reported not having any professional development focused on how to work with BAIs, and BAIs consistently reported not having access to professional development on how to perform the academic duties specific to a BAI. One BAI noted,

> I received no training. Day one gave me a schedule. And I liked that because I'm type A and a self-motivator, but I can see that being not a good thing if you're not self-motivated, but I think they've been fortunate enough to hire people that can design their own....I was given a tour of the school and I met with the ESL teacher that I was going to be working with and that was it. Yea, I wasn't given any..." Another BAI agreed, stating that his initial training was on "rules and regulations about JCPS" and "not about education."

When professional development is offered to BAIs, the learning experiences are based upon the job classification. BAIs are considered classified staff, a category which also includes clerical, food service, custodial, bus driver, instructional assistants, maintenance, and in-school security

(http://www.jefferson.kyschools.us/Employment.html).   BAIs reported attending professional development that allows them to accrue professional development hours, but did not match the academic needs specific to working with LEP students. Another BAI observed,

> But, the problem with JCPS schools is that the professional development so rarely matches with what you're actually doing...you go to professional development, you get the hours, I'll go to things like how to provide good customer service. You know things that are slightly related like dealing with violence in the classroom. Stuff like that is kind of beneficial but not like actual job training...I wish they [the district] would have at the PD like Bilingual Instructor trainings specifically for this job. We are classified as Instructor IIIs so it's any Instructor III goes to these specific PDs and you have a whole bunch to choose from. Instructor IIIs range from clerks in the front to teacher aids, ECE aids, janitors, so you're talking a whole gamut of people so you're trying to get the most general professional development to meet everyone's needs. How to use technology in the classroom…things like that."

 e. Resource teacher

JCPS also provides a district-housed resource teacher, a resident expert on second-language students. The resource teacher is an aid teachers and school leaders can call upon with questions, concerns, clarifications and coaching.   Consistently, schools indicated that having the resource teacher was beneficial on their campuses.   One principal said, "[The resource teacher] is out here regularly checking in on us and is always available...She has been tremendous." A teacher said that the ESL department is easy to use and noted calling the resource teacher for additional support. The resource teacher is a commonly known district-provided support that schools use; schools who turn to the resource teacher for support find the support to be useful and helpful.

THE SCHOOL

FINDING 2 **There is a high degree of structural variability for tracking, scheduling, and professional development between ESL schools which impacts the academic support students have available during the school day.**

a. Tracking structures for student arrangements varied across all schools visited, but across all schools there was evidence of tracking (a series of set courses for students),

the use of cohorts (a fixed class of students that travel together), and class groupings (fixed or fluid arrangements of students within the classroom). In many cases, students' schedules were a result of staffing availability and students' ACCESS scores. Additionally, across most schools, though LEP students were included in regular classes for science, mathematics, and social studies, English Language Arts (ELA) instruction was delivered in a self-contained classroom by the ESL teacher. Furthermore, most schools provided opportunities for students receiving ESL services to participate in academic interventions either in a resource pull-out room or strategically designed intervention period. The use of this time varied between homework support of targeted instruction.

TRACKING THE TRACKS

- **MIDDLE SCHOOL A** tracks students receiving ESL services with special education students. Students travel together as a cohort throughout the day.

- **MIDDLE SCHOOL B** utilizes a tracking system as a result of scheduling parameters that are driven by the needs of special education students. All students receive academic support in a first period "What I Need" (WIN) class and are tracked based on the Scholastic Reading Inventory (SRI) and Scholastic Mathematics Inventory (SMI) assessment. ACCESS scores are used to group LEP students within their classes but do not dictate their scheduled track during the school day. LEP students are found in multiple tracks and experience a range of classroom types including resource pullout and collaborative teaching.

- **MIDDLE SCHOOL C** tracks LEP students in core content classes: students receiving ESL services travel in a cohort group for ELA, math, science and social studies. Students are tracked into one of four teams: Owls, Eagles, Falcons, and Pelicans. Students in the magnet track are on the "Owl" team; students in the honors group are on the "Eagle" team; special education students with IEPs are on the "Falcons" team; ESL students are on the "Pelicans" team.

  MIDDLE SCHOOL D tracks all students. Special education students travel in their own cohort. Other academic tracks are based on MAP testing and reading proficiency levels. While Advanced Programming (AP) and ESL students have separate tracks, variations exist across grade levels.

- **MIDDLE SCHOOL E** uses 4 separate scheduling tracks: AP, honors, "Red," and comprehensive. Students in the AP track are identified as AP students by the district, but some students identified by the school "sit in" on AP classes. Sit-in students are not enrolled in AP, but can take classes. Students in the honors track are "not on an official track, [but are] just one down from AP." Students in the comprehensive track are one level below honors students and have a more general education schedule. Students in the "Red" track are the lowest group of academically performing students. LEP students are found primarily in the Red track according to building administrators.

Eight out of the nine principals indicated on the survey that LEP students were the "main consideration" or considered "a lot" in the creation of the school's master schedule. Though scheduling is a concern, of the five schools visited, little structural consistency was found from school to school with regard to the scheduling and tracking of LEP students.

Because of the high variability of scheduling options, schools are placing LEP students in a variety of tracks and with a variety of peer groups. In some schools, LEP students are with their LEP peers through the duration of the day; in others, they are with special education students through the duration of the day; and in some they are with their English-speaking peers through the duration of the day. Seven out of eight counselors who responded to the survey indicated that the number of LEP students in advanced tracks was between 0-20%, while the eighth counselor indicated the number between 21-40%. The low number of LEP students in advanced academic tracks was discussed during interviews. When asked if there were any LEP students in the top three tracks, one counselor said, "I do not think so. How could they get there? If you're ELL you have to be [with] an ESL ELA teacher." When asked about the fluidity of the tracks, the same counselor said " ...fluid tracks over the years? First year we've done it [place kids based on levels]. I don't think they're [the teachers] a fan of it...I can say if I were a teacher I wouldn't like it. If I have the lowest track, there are no models, no other models to see 'OK well, here is someone who is successful at this level.' There may be 15 kids in there and they're all struggling and there are no models of a peer who can say 'ok let's work with this person and help me get to where you are.'"

b. Scheduling

In addition to the variety of tracks in which students can be placed are the ways students could be placed in those tracks. In the counselor's survey, 6 out of 8 counselors

stated they provide input into the master schedule. In one middle school, a data coach/counselor designed and uses an algorithm incorporating a variety of data points to place students receiving ESL services into classes. This algorithm accounts for K-PREP scores, ACCESS scores, home language, attendance, and grades. This system of strategic student placement was not found in any other school.

Survey data showed that zero of the eight counselors who responded reported that student assignment was random. However, during interviews one counselor reported randomized placement within tracks. "It's just random....Each team has two of every content teacher, so it's really just balancing out the team....We didn't think about that [strategically placing certain students with certain teachers]. At this point, no, we didn't think about that." Another school pairs the counselor and ESL teacher to determine the best classes for students receiving ESL services. A teacher at that school said, "We make the decision as a team with counselor. Specifically, the ESL teacher gives input on what kind of students we will have next year, then as a team, we decide where greatest need is…chunk kids with greatest need and they stay together as a group. A lot of direction is given, but I'm part of the team decision."

c. Professional development

All schools provide site-based professional development and have some time for professional development built into the school day; however, the attendees for site-based professional development vary from school to school. Additionally, 6 out of 9 principals indicated that their teachers are "minimally prepared" to meet the needs of LEP students with whom they work; 1 out of 9 responded that their teachers are "not well-prepared."

BAIs and principals indicate that BAIs academically support students in classrooms. On the survey, 8 out of 9 principals and 5 out of 5 BAIs responded that BAIs provide appropriate language instruction to students under the supervision of the certified classroom teacher. However, 7 out of 9 principals indicated on the survey that their school does not provide professional development for BAIs, indicating a need for school-based professional development for BAIs.

d. Planning

In every school, teachers and BAIs expressed not having time to plan together, and not having received any focused professional development on how to forge working relationships between teachers and BAIs. On the survey, 55% of teachers and 60% of BAI respondents said they never planned with someone (e.g., another teacher, BAI) with whom they work to provide instruction.

THE CLASSROOM

FINDING 3 **There is wide variability in the instructional practices in classrooms with LEP students.**

Across individual classrooms that serve LEP students in ESL middle schools, the types of academic support students receive varies widely. This variability exists among the teacher identified practices, and observed physical supports, visual supports, oral language expectations, and written expectations (Table 3).

a. Teacher identified practices

The majority of teachers interviewed identified using grouping, time, and modeling as practices they use with students. Grouping, the intentional pairing of two more students in order to attain knowledge and concepts, is a good structural support for LEPs. On the survey, 68% of teachers report that LEP students work in small groups "moderate" or "considerable" amounts of time. During interviews, all teachers articulated that at least some of each instructional hour students are expected to work in partners or small groups, not receiving teacher-driven instruction. Teachers discussed using grouping strategically as a way to support the acquisition of content for their LEP students. One teacher said, "…grouping is always very intentional partners or small groups. Sometimes it helps to have ELL students altogether, if they're all kind of at the same place and if they have the same barrier there. It all kind of depends on the situation, but we've also grouped so that's where a stronger student can explain it. A lot of times…you can't get around reading…students are readers for other students."

In addition to grouping, several teachers identified using time as a support, most often by giving students additional time to work. Time includes the process of slowing concepts down, breaking down concepts more granularly, and focusing on making instructions clearer for LEP students. On the survey, 63% of teachers report allowing LEP students more time to complete their coursework most or all of the time.

Finally, teachers discussed modeling concepts for students as another support. On the survey, 63% of teachers reported that LEP students spend moderate or considerable amount of time watching and listening to teacher demonstrations.

b. Physical supports

Observations showed that 24 out of 29 classes had medium or high physical supports for students. Physical supports are defined as any physical learning support that is

permanently affixed in the classroom, to which all students have reasonable access, and is academic in nature. This includes posters on the wall, graphic organizers on the wall, student-generated work on the wall, and word walls. This does not include inspirational posters, or posters/pictures not intended for the class context (e.g., a map of Spain in a mathematics class, or a map of world flags in a biology class). Though most classes had at least some physical supports, teacher directed use of the physical supports was not observed.

c. Visual support

Observations showed that the majority of classrooms had medium visual supports for students. Visual supports are defined as visuals to which all students are reasonably expected to have access, but may or not be visible for duration of class period. This includes textbooks, graphic organizers, handouts, technology each student can access with an iPad or computer, and videos. Audio supports are included if they accompanied a visual support (e.g., speaking on a video, but not listening only to a podcast).

Interviews corroborated the visual supports observation. During interviews, some teachers discussed being very intentional in their use of visual supports in the acquisition of content.   This perspective was typical and widely shared by the teachers we interviewed:

> "...One thing that works really well for ELLs is the BrainPop with the closed captioning...it seems like nothing, but it changes the whole...a lot of times their auditory understanding of English is not that well [sic] and with the words they can kind of keep up a little better...So, I'll do BrainPop with the closed captioning, and if they have a Brainpop Junior that is equivalent to what I'm looking at, I'll go to a BrainPop Junior...It slows the language down for them. Watching videos for ELLs is very tricky, if you don't have closed captioning....they can't watch a video and write stuff down at the same time, they're trying to process the language."

d. Oral language expectations (OLE)

On the survey, 53% of teachers reported that LEP students in their classes are expected to demonstrate understanding of key concepts orally, moderate or considerable amounts of time. Observations showed that was a lot of observed variability in the oral language expectations (OLE) in classrooms with LEP students. In 14 classes, the OLE was no/low. No/low OLE means students were directed to work alone, or infrequently in pairs and there was little direction or expectations for accountability during the time students did

work in pairs. In 9 classes, the OLE was medium. In 2 classes, the OLE was high, meaning the teacher facilitated small group interaction/discussions for more than two students, and there were clear expectations of what students were to accomplish in their small groups.

In a class with no/low OLE, the teacher selected 6 students in a class of 20 to read a part of the text aloud to the whole group, which comprised the sum of the oral language expectation for the observed period. To contrast, in a class with high OLE, teachers were observed giving students an exam and the expectation was that students completed the exam in small groups. Students were given three assessment items that asked them to read, discuss and analyze a part of the U.S. Constitution in small groups. The group had to craft an answer that was analytical and evaluative in nature, and the group was expected to produce one response. While students were working, the teacher was observed circulating from group to group, talking to each group and asking questions about what they were reading as well as what they were thinking. The teacher also redirected incorrect thinking and prompted students to return to the text and to talk again, when students were incorrect. All students were expected to talk in their small groups; multiple students were expected to talk when the teacher visited the group, as observed by the teacher's direct prompting to multiple students in a group.

e. Written language expectations

On the survey, 60% of teachers reported that LEP students in their classes are expected to demonstrate understanding of key concepts in written form moderate or considerable amounts of time. Observations and document analysis showed that written expectations speak to both the frequency and quality of writing students were asked to complete. There was observed variability in the written expectations in classrooms with LEP students. In 4 classes, there were no/low expectations for students to write. In 17 classes, there was medium expectation for students to write. Medium expectations for student writing means that the expectations was for students to copy notes and/or short answers from a textbook or worksheet. Medium expectations for writing did not include any extended or analytical writing. In 4 classes there were high expectations for writing. High expectations for writing means the writing was extended (e.g., compose an essay), and/or the writing was complex in nature, either evaluative, analytical or generating a unique thought.

In many observed classes with medium written expectations, teachers directed students to copy notes from the board or from the text. In contrast, in an observed classroom with high writing expectations, students were asked to generate unique thoughts by responding to a task on a written essay exam. Appendix G shows an annotated

comparison of assignments with no/low, medium, and high written language expectations from three different schools.

Findings from question 1 highlight that JCPS has a diversity ESL services and structures at the district, school, and classroom levels. While some services are more often utilized and implemented with fidelity, other systems, structures, and best practices vary in levels of effectiveness. The district offers a great deal of responsive support systems which include resource teachers, translation services, and funding for school level positions and resources. However, the differences across schools and classrooms suggest a disparate understanding of an overall vision and commitment to shared expectations as it relates to how JCPS collectively services ESL students.

There were examples strong service models and exemplar classroom practices. However, these examples *represented pockets of excellence not yet brought to scale* across other schools. Elsewhere, schools demonstrated lower level implementation of ESL best practices (i.e., visual supports or physical supports), but were limited in higher level expectations for oral language or written language. Interviews, observations, and surveys demonstrated a disconnect between beliefs and practice: While all interviewees JCPS articulated a shared commitment to the improvement of academic achievement for LEP students and an overall awareness of the needs that exist, there is limited understanding of a shared vision and the expectations. JCPS has both a need and an opportunity to leverage and bring to scale the unique and concentrated best practices across schools.

Project Question 2: How does JCPS utilize BAIs in the general education classroom?

FINDING **1** **Bilingual Associate Instructors perform a variety of functional and academic duties that impact the general education classroom.**

All BAIs interviewed discussed performing functional school duties as they pertain to students receiving ESL services: translating for parents, making phone calls, and conducting lunch duty. BAIs work with the school as a bridge between the school and LEP parents, providing services like translating in face to face meeting and during phone calls when necessary.

A. Classroom Assistants and First Responders

While the job description outlines a comprehensive instructional role, observations and interviews suggest that BAIs primarily serve as a liaison between the teacher and the LEP students. Though BAIs bring a diversity of experience, collected data show an underutilization of BAIs in the planning, implementation, and monitoring of instruction for LEP students. BAIs were observed circulating the periphery of the classroom redirecting behavior, working one-on-one with students, or working with small groups of students. The findings suggest some role ambiguity and lack of clarity amongst teachers, leaders, and BAIs.

Survey results suggest that despite spending significant time with students in the classroom, BAIs have little to do with the planning and monitoring phases of instruction. Only two out of nine principals reported that BAIs were used to maintain accurate records on the program and provide data to appropriate personnel. Four principals reported that BAIs provide continuous evaluation of students' progress and achievement and plan and implement parent and child interactions and activities. While 8 out of 9 principals indicated that BAIs provide appropriate language instruction to students under the supervision of the certified classroom teacher, only 29% of teachers responded that they share instructional responsibilities with BAIs.

A DAY IN THE LIFE OF A BAI…

"When I come in the morning I work in the first period with the ESL teacher, we teach them language arts. In the second period I have them, the student when they don't understand something that they have to answer questions, some paper that they have to fill out, I help them when they don't understand anything. Any word that they don't understand. If they are Spanish I can translate into Spanish what is the meaning of the word. If they are from other country I try to explain to them in English. And then I go to science. In science I do the same. After the teacher explains in the class and she hands out some papers for them to fill out, I help them to understand what the teacher want them to do and if they don't understand the question I have to read the question, explain, paraphrase the question. When they finish science I go to social study. No preparing, I don't help them [the teacher]. Sometimes they ask me what I think about the progress of the child if I see any problem, if they have any problem in a subject or they need more help, that is when we talk."

B.   Content Survivors

During observations, BAIs were asked to support students across multiple content areas, with little to no explicit training in either subject. In each of these courses and across schools, the nature of the BAI's support role differed based on schedule, subject area, teacher pairing, or individual skillset. In one school the BAI provided support in math, English, science and social studies classes on an unstructured schedule. In another, the BAI worked with a very structured schedule, with specific teachers and provided direct language support in the classroom. Between all schools, BAIs were observed working with students individually and in small groups, performing essential functions like translating instruction and answering basic academic questions to clarify learning or work expectations. Additionally, BAIs were observed pulling out students and taking them to another room during assessments.

A DAY IN THE LIFE OF A BAI…

"Basically it's not a collaboration between me and the other teacher in the sense that I don't help them with lesson planning. Basically, I show up at the class with students and get an idea for what's going on right then in the class. So when I walk into the room the teacher will hand me sheets about the work for the day and give me a quick brief on what they're doing. And maybe sometimes they'll get it to me the day before but usually with teachers' schedules everything is so crazy and it's up in the air so usually I'll just get it that day. Walk in…because this is my 5th year I know the content now. But the first two years it was a little rockier because you know when you're doing 5 different subjects and like you know I'd be teaching something in science I didn't really know."

C.   Parent Liaisons

Seven out of nine principals reported using BAIs in the following ways: to assist teachers in communications with parents of students assigned to second language classes, and to assist teachers, parents, and local school personnel in fulfilling instructional goals of the second language program. In interviews, BAIs identified parent engagement as a primary responsibility in their work at the school. In cases where they spoke the same home language as the student, the BAI translated in meetings, or at other important school events like orientation or back-to-school celebrations. While this was a significant part of the BAI's work, some interviewees expressed significant challenges when the BAI did not speak the student's home language of or when the BAI only had limited conversational proficiency in the language.

Project Question 3: How does JCPS utilize co-teaching to support in the instruction of ELLs in the general education classroom?

FINDING 1 — There is wide variability across middle schools with ESL programs in regards to co-teaching.

In two of the observed middle schools with ESL programs, interviewees did not self-report using co-teaching as a structure specific to the needs of LEP students, and no classes were observed using co-teaching as a structure specific to the needs of LEP students. In one of those schools, however, there are special education classes co-taught with a general education and special education teacher. These classes are in a school which intentionally scheduled LEP students in the same class with special education students.

In the other three observed middle schools with ESL programs, co-teaching specific to the needs to LEP students was self-reported and observed as a practice. One observed classroom that used co-teaching for LEP students had three adults: one general education teacher, one ESL teacher, and on BAI. During the instructional hour, the general education teacher provided direct instruction, the ESL teacher intermittently reworded directions, and all three teachers were observed circulating the room providing direct support to individual students. The BAI was observed being asked a question in Spanish from students and responding in Spanish. Another classroom observed also had three adults: the general education teacher, the ESL teacher, and a student teacher. It was observed that the general education teacher and student teacher shared lead instructional responsibilities, while the ESL teacher worked separately with a small group of LEP students who needed extra help or time completing assignments.

Principals expressed an expectation for how co-teaching should occur, but teachers in all three schools said that there was minimal to no structured planning time for co-teaching with their ESL co-teacher and/or BAI as well as no verbalized expectations for how to make co-teaching effective. One teacher said "I have not received support in co-teaching in a few years because I feel like it's not one of those things the district has targeted that way. It's almost presented as "Hey, these PDs are out here and if you want more information then you are welcome to come." There are currently no district models for co-teaching.

Collected data showcases very limited implementation of a comprehensive co-teach model at any campus observed. Of the various types of co-teaching models, the "one teach, one assist" approach was most commonly used. With limited accountability driving the work and little to no opportunities for co-planning, much of the instructional delivery

amongst co-teachers was a result choices made out of convenience and in the moment responses rather than strategic planning. Interviews and surveys confirmed a lack of focus on co-teaching as a primary driver of LEP student achievement and little time or development opportunities for co-teacher pairs.

DISCUSSION

Classroom observations, interviews, and survey results demonstrated a variety of support structures across JCPS. Schools, equipped with significant decision-making capacity about student scheduling, staff assignment, spending, and professional development, held their own philosophies and strategies about the best methods to ensure the growth and development LEP students. Each school's LEP instructional model was based largely on school-level <u>decisions</u> including classroom expectations, human resource assignment, intervention curriculum, scheduling, professional development, and utilization of district resources.

The project questions queried the scope and nature of academic support for LEP students in JCPS. Questions were applied across three strata of JCPS: district, school and classroom. Findings from all project questions identified commonalities applicable across the strata. Three key "takeaways" respond to the questions, are informed by the extant research literature on school leadership, academic development for LEP students, and professional development and highlight our project findings and the themes that apply to the district, individual schools, and classrooms:

TAKEAWAY 1 **Vision, Goals and Measurable Objectives Should Guide the Work.**

Vision, the ideal that represents the shared values of an organization, is essential to an organization's ultimate growth and success. Successful organizations have a clear vision that is actualized by setting goals and objectives. The development, communication and operationalization of a vision that is guided by strong leadership is consistently identified as a catalyst for change in complex organizations (Baum, Locke, & Kirkpatrick, 1998; Kotter, 1990; Collins & Porras, 1991; Murphy, Elliott, Goldring & Porter, 2007; Yukl, 2012). Vision alone, however, is not enough to enact enduring change: attention must be paid to developing tangible goals and measurable objectives that fulfill the vision of the organization (Bolman & Deal, 2008), and for ESL schools, attention must be on developing explicit academic goals (Coleman & Goldenberg, 2010).   In JCPS, a considerable amount of both direct and indirect supports are delivered to ESL schools. However, no evidence was found that these supports are focused on fulfilling any specific

district-led objectives or goals specific to the academic progress of LEP students, resulting in confusion for school leadership, which, in turn, results in confusion for teachers.

The district provides an array of direct and indirect resources to ELL students in ESL schools. Those resources are not guided or made cohesive by a set of guiding principles or goals. Teachers and principals consistently responded that either they were unaware of any goals for LEP students, or the goals they discussed varied wildly. When asked about the goals for LEP students, one teacher said "Our goal is to make them feel like a regular part of the population," and another said the goal was "punctuation or grammar." Teachers' confusion is the result of the same bewilderment on the part of school leadership in terms of district goals. One principal said:

> ...everything has a formula and I don't know if it is the state or who it is....Right now we're [the school] working on reading and language is our primary goal....For our goal the K-PREP test next year we have to have a state goal and we have to have a local goal and included in the goals are your goals for gap students....I don't know if there is a separate [goal for LEPs], no one has ever been communicated to me that there is a 'separate' [goal], I'm sure there is a mission for that, haven't seen it. Everything that I see we have vision fifteen [2015] now we're putting this vision 2020 in. It is that all students, you hear this work 'all.' What I'm hearing is that we want *all* [emphasis added] students to move that is why it is so key and so frustrating.

While principals sometimes have goals for or ideas about LEP students, those goals themselves vary greatly, but eventually they point back to increasing K-PREP scores. School leadership did not articulate a strategic plan or specific set of performance goals or measurable objectives unique to LEP students necessary to facilitate increased achievement on K-PREP. Bryk, et al. (2015) note that a critical component of improving outcomes is being able to measure them. Therefore, in order for JCPS to improve academic outcomes for its LEP students, measurable goals must be clearly established and communicated across both the district and school levels.

While schools with ESL programs are given a considerable amount of autonomy and decision making power for their students, principals and teachers at each of the five schools discussed wanting more clarity and direction from JCPS. Surveys, interviews and observations consistently conveyed a lack of guiding principles and goals for LEP students in JCPS. The supports offered by JCPS are currently not made cohesive by a set of guiding principles or goals. Leadership and vision are essential to the growth of an

organization. The importance of leadership cannot be overstated: "Leadership is the key variable impacting and determining organizational performance and success as leaders develop vision for change and influence others to share their vision" (McFarlane, 2010). Leadership sets the course of the work; however, when the course is not clearly articulated, the supports and systems provided can seem disjointed and erratic.

THE NEED FOR VISION

"Schools with high quality programs have a cohesive school-site vision, shared goals that define their expectations for achievement, a clear instructional focus on and commitment to achievement, and high expectations. The importance of these characteristics has been found in mainstream schools, low-performing schools, and bilingual programs serving English Language Learners."

Genesee, Lindholm-Leary, Saunders, & Christian, 2006)

The district provides a swath of resources to schools with ESL programs, but those resources are not bound by a common objective or set of goals. One explanation for a lack of explicit, measurable goals for LEP students is the "revolving door phenomenon" (Heritage, M., Walqui, A., Linquanti, R., Hakuta, K., 2015, p. 115) of LEP students. When students who may be LEP enter the district, they take the WIDA Home Language Survey (HLS), a high level, four question screener. This screener identifies if students may potentially be eligible for ESL services. If a student may be eligible, the next assessment is the WIDA Access Placement Test (W-APT) to determine their level of English proficiency. A student is eligible for ESL services based off of a score lower than 5 on the W-APT; parents have the option to accept or refuse those services. If ESL services are accepted, the student then takes the WIDA ACCESS for ELLs (ACCESS) assessment annually as required by NCLB, which determines if students have "attained the language proficiency needed to participate meaningfully in content area classrooms without program support and on state academic content tests without accommodations" (https://www.wida.us/assessment/comparing.aspx).

Ideally, with the extra supports, LEP students strengthen their language proficiency, and no longer are in need of ESL services. In order to exit from a LEP program in the state of Kentucky, a student must achieve a score of 5.0 or higher on the Overall Composite Proficiency Level and a Literacy Composite Proficiency Level of 4.0 or higher on ACCESS for ELLs. After exiting LEP status, students are "monitored" for up to two years. In

"monitored" status, students move into the general education population, no longer receive ESL services, and are no longer categorized as LEP for accountability. Essentially, when students' language improves enough, they are no longer considered to be LEP, and their higher academic performance scores are not credited within the LEP population. However, as those students exit LEP, a new group of students with low language proficiency moves in, creating a "revolving door." Though this turnover for LEP students exists, the district discussed wanting to see growth for LEP students in the 40th percentile for reading, writing, speaking and listening and for LEP students to rank as "apprentice" or above on the K-PREP.

Demographic data and projections indicate there is an increasing population of LEP students, necessitating the need for a long-term budgetary strategy. JCPS' Working Budget for 2015-16 conveys an awareness of the need to expand the ESL program and its services; however, it lacks detail in how this will be accomplished. Introductory pages to the Working Budget for 2015-16 include a philosophical discussion of how JCPS uses the "budget as a tool for adequacy, equality, and equity." Pages 5-6 outline 9 programs in support of these goals, specifically strategy 4.2.2 on page 6, as it relates to access, equity, and safety. Eight of these 9 programs have specific costs associated with them (e.g. "College Access Resource Time (CARTs) - $1.1 million", "Junior Achievement - $182,000", and "Equity / Culture Project - $101,500.") The ESL program, the ninth program, however, does not have a specific cost: "ESL – The program continues to expand and the student needs will continue to increase as well."

This generic approach to funding ESL services is expounded upon on as a challenge. The Working Budget for 2015-2016 identifies student expected growth under "PREVIOUS PRIORITIES AND URGENT ISSUES NOT FUNDED AND NOT IN LONG-TERM PROJECTIONS," as a challenge. The FY 2015-16 population of LEP students is expected to grow by 400 to 800 students by the end of FY 2015-16. From FY 2004-05 to FY 2015-16, LEP students grew from 3,119 to 6,587. During that subset and period, the number of students whose families agreed to supplementary services in the English as a Second Language (ESL) program grew from 2,429 to 5,194. Annual student growth has been projected to be about 10% per year. Consequently, the long-term financial plan needs to address the imminent demand for expanded services. Considerations may be duplicating the success of the ESL Newcomer Center, and providing for a long-range plan for addressing ESL needs." These statements signify that JCPS has not developed a concrete plan for how it will provide for additional resources necessary to meet the needs of this growing population of the students it serves.

TAKEAWAY 2 Academic Support--When "All" Doesn't Focus on "Some"

LEP students come to traditional English speaking schools with considerable needs. LEP students require a highly-specialized attention to their conceptual, academic, and linguistic skills at all levels in addition to the strategic withdrawing of academic supports and scaffolds as students move toward independence and language proficiency (CCSSO, 2012). Essentially, LEP students need differentiated instruction to support language and content growth.

While some teachers discussed targeting their instruction and strategies for LEP students, the majority expressed the sentiment that "good instruction is good instruction, and what is good for one is good for all." When asked about district or school's goals for LEP students, one teacher said "I don't think we have anything lined out...other than we have the same goals for all our students." A counselor expressed a similar sentiment, that "...we have the same goals for all of our students."

Teachers and principals discussed differentiation as an instructional support for LEP students; however, a conflicting belief often stated that "what's good for ESL is good for everyone." This statement reflects a tension: LEP students need differentiation but what's good for everyone is good for LEP students. When asked about differentiation for LEP students, a principal said, "No. It should happen, but no...differentiation? Not really. We may think we are differentiating, but we're not." A teacher, cosigning on those sentiments, discussed the BAI she works with as a "lifesaver," in terms of differentiating for her LEP students, but the teacher wished she herself knew how to differentiate for her LEPs.

Differentiation strategies alone are not enough for developing language skills for LEP students. LEP students should develop discipline-specific language practices both for text and discourse in order to merge language development with conceptual understanding of content (CCSSO, 2012; Goldenberg, 2008). Six key practices for LEP students include: 1) both linguistic and discourse competencies and include supporting analyses of a range of grade level complex text with evidence, 2) producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience, 3) constructing valid arguments from evidence and critique the reasoning of others, 4) building and presenting knowledge through research by integrating, comparing, and synthesizing ideas from text, 5) building upon the ideas of others and articulating their own when working collaboratively, and 6) using English structures to communicate context specific messages (CCSSO, 2012).

While it is true that high cognitive engagement, communication, speaking, listening, reading, and writing are important for all students in order to grow, LEP students need additional, targeted experiences that are intended to strengthen language acquisition, and teachers should use different teaching approaches at the middle and high school level (Li, 2012). "Teachers should provide extensive second-language input for ELLs [LEPs] and create opportunities for using the language as well" (Li, 2012). While all students should be expected to engage orally, the focus for LEP students should be oral engagement that strengthens their understanding of language as well as displays an understanding of content (Coleman & Goldenberg, 2010).

Language and content are inextricable: students must have the vocabulary of the content in order for the content to be relevant. "Reading comprehension requires not only the skills of reading--accurate and fluent word recognition, understanding how words form texts that carry meaning, and how to derive meanings from these texts--but it also requires fundamental language proficiency--knowledge of vocabulary, syntax, and conventions of use that are the essence of *knowing* a language. Learners who know the language can concentrate on the academic content. But learners who do not know the language, or do not know it well enough, must devote part of their attention to learning and understanding the very language in which the content is taught. As a result, ELs generally require...instructional modifications or adaptations for the instruction to be fully meaningful" (Coleman & Goldenberg, 2010). So, while classrooms in JCPS had expectations for oral engagement for all students, the purpose of the oral engagement oftentimes was to share a quick thought with another student, and not to develop language proficiency in the content area.

Many of the classrooms observed presented opportunities for students to read, write, speak, and listen and had some visual representations of concepts available to students, yet the majority of those opportunities targeted very low cognitive skills. For example, observations indicated that in few classrooms students were asked to complete an

extended writing or generate a unique thought; in more classrooms students were asked to copy notes from the text or the board. While in most classrooms students were directed to speak at least once, in many classrooms the prompts for discussions were shallow, not requiring the use of collaborative skills to solve a problem, evaluate a text, or analyze a complex system; the interactions for students tended toward quick short answer responses with a nearby partner. Though LEPs are still learning English, they should be held to high academic expectations (August & Shanahan, 2006). LEPs should be exposed to tasks of a high cognitive demand, and should be expected to participate in activities that require the use of high-level thinking and language processing skills, requiring the use of application, analysis, synthesis and evaluation (Li, 2010).

The belief that LEP students need cognitively complex tasks was supported by some teachers as best practice. One general education teacher believed that LEP students need access to rigorous, cognitively complex work, but need differentiated strategies and scaffolded text. ""ESL can still experience the exact same amount of rigor. However, the complexity of the text, the idea, the topic, is where I focus [differentiation]." In addition to the rigor of the work in a regular class, two ESL teachers discussed a professional belief that LEP students could be successful in honors or advanced classes. "..Some of them [LEPs] could be in an AP or honors class...there is a language barrier, but outside of that, that is their only barrier."

Essentially, by providing strategies for all students without an intentional focus on using targeted strategies that are deemed effective for LEP students, missed opportunities for language acquisition exist.

TAKEAWAY **3** **Professional Development and Planning Anchor the Work**

Professional development is critical for teachers and other instructional personnel to encourage student academic development (Coleman & Goldenberg, 2010). The most effective professional development programs are sustained and intensive; focus on academic subject matter, provide opportunities for active learning, and have coherence with the daily life of the school and other professional development opportunities (Garet, et al, 2001). When teachers have advanced skills, they are likely to make substantial changes to their teaching practices (Garet et.al., 2001). Professional development programs most often seek to "increase teachers' knowledge and change their instructional practice in ways that support student learning" (Darling-Hammond, Wei, Andree, Richardson & Orphanos, 2009). Changing teachers' beliefs about certain aspects of teaching or the desirability of a particular curriculum or pedagogical approach will then

lead to "specific changes in their classroom behaviors and practices which, in turn, will result in improved student achievement" (Guskey, 1986). Finally, professional development leads to better instruction and improve student learning when it focuses on content instructional practices that connect pedagogy and content and strengthen teachers knowledge of subject area content effective professional development helps teachers also apply what they have learned to their content, curricular materials and state academic standards (August & Shanahan, 2006).

Professional development, learning and planning are not intended to be undertaken as solo endeavors. Westheimer (2009) notes that professional development should be collaborative, and that teachers should use their collective bodies of knowledge to enact instructional change across the school in support of student achievement. For instructional partners (e.g., principals, teachers and BAIs) to enact the most cohesive instructional change, they need time to learn and plan together. All schools discussed having structures for Embedded Professional Development (EPD) built into the school day. Frequently, EPDs focused on differentiation for all students, and sometimes the ESL teacher presented strategies to other teachers. Though schools have time and structures for professional learning, there was no consistent identification of ongoing professional development time targeted specifically to the instructional needs of LEP students.

Schools are offering professional development to its own teachers, often developed and delivered by the school principal or teachers. Teachers discussed their satisfaction with the professional development they had received from the district, as well as a desire for more. While there are opportunities for teachers to continue to learn, the district has yet to develop and deliver professional development for BAIs that is focused on instruction-- which is critically important, because one of their primary job duties is to support instruction.

Interestingly, both teachers and BAIs discussed finding opportunities for professional growth outside the district. Though BAIs are not offered any specific professional development from the district, several BAIs have formed an informal network to meet during off-work hours to discuss their job responsibilities. One BAI, when asked where she receives guidance or support for her work stated, "Sometimes I meet up with some of the ESL BAIs [from other schools] and I'll ask them, you know, what seems to work at your school. And we'll have lunch or something. And they kind of share some of the stuff that has worked for them and some of the stuff that has not." This networking and sharing of ideas outside of official work time indicates a willingness from the BAIs to grow professionally and may highlight a willingness to attend more formal professional development sessions.

CONCLUSION

This project grew from Jefferson County Public School's desire to know more about the nature of academic supports for LEP students, primarily in schools with ESL programs. The inquiry is catalyzed by the influx new immigrants with diverse language backgrounds and the need to respond to shifts in student demographics. While the district currently provides a host of services and resources, the forecast suggests that a more sustainable and proactive approach is required to ensure the academic growth and development of LEP students. Data collected and subsequent recommendations highlight the need for vision setting and goal alignment in order to advance district wide decision-making. Remaining ahead of the changing demographics and student needs will ensure that JCPS is aligned and committed to a shared vision, invested in the long term development of its human capital, and strategic in its allocation of its long term and short term resources. Results from this project do not serve to determine the quality or impact of services in the district; however, surveys, observations, document analysis, and interviews reflect the diversity of ESL service models.

The district projects an annual student growth of ESL students at approximately 10% per year. Concomitant to the financial implications to this increase is the accompanying expansion of the diversity of needs, suggesting that JCPS must also make academic projections which intend to increase student achievement. Commitment to an academic strategy for the growing LEP population provides JCPS an opportunity to implement, monitor, and evaluate systems and programs designed to support continuous academic achievement.

The district will need to contend with students' varying degrees of experience with formal education, refugee status, and native language literacy. LEP students and immigrant populations represent a cadre linguistic diversity, schooling experiences, and cultural backgrounds has implications for the fundamental shifts needed across all departments as the population grows. The changing landscape will require adjustment and alignment of practices from district and school site personnel, not just the ESL department and ESL teachers. This project has the potential to serve as a springboard for future research that will help JCPS ensure academic growth in light of the growing diverse needs of its student population.

RECOMMENDATION 1   **Develop a Theory of Action and Establish a "Vision for ESL" with Corresponding Goals and Measurable Objectives.**

The findings suggest that while teachers and leaders at all levels of JCPS articulate the importance of focusing on LEP students, very few can articulate a specific vision or set goals for LEP student growth. Some schools have included references to such goals in their improvement plan but the overall vision for ESL instruction and programming is not clearly articulated or formalized in a systematic way across the district. The district should develop a theory of action intended to highlight changes in student achievement. Subsequently, the district should create a clear vision for the academic progress for LEP students, both those receiving ESL services and those who have waived ESL services. The vision should be further developed with tangible, measurable goals specific to both ESL students and LEP students no longer receiving ESL services for each academic year. To maintain the significant autonomy schools already employ, the vision and goals should be created in tangent with leaders or other representatives (e.g., ESL teachers, GOAL clarity coaches, counselors) from schools with ESL programs.

RECOMMENDATION 2   **Develop an Electronic Handbook for Leaders, Teachers and BAIs of ESL Schools.**

The district currently has an online repository of electronic resources (Internal Documents--ESL, 2016) to support schools with LEP students. JCPS should continue to develop and expand these online resources, but also develop a handbook in order to establish consistency and increase efficiency across JCPS. The handbook should include the vision for ESL, data, definition and explanation of terms, procedural supports (e.g., guidance on scheduling and tracking, guidance on accessing LEP student information on Infinite Campus), requests for translation services, Program Service Plans (PSP), and a space for online communication between staff at schools with ESL programs.

The handbook should outline current district level K-PREP, W-APT and ACCESS assessment data as well as longitudinal data trends among schools with ESL programs. Having LEP data in one space will allow for schools to compare growth and see possible

demographic differences. The handbook should also define terms that are used oftentimes used interchangeably in schools (e.g., ELL, LEP, ESL, EL). Consistent language will help to provide clarity when discussing the needs of LEP students. The handbook should contain best practices for ESL instruction and specific strategies intended to increase language acquisition for all content areas. The handbook should include guidance on structural practices for co-teaching and expectations for co-working with BAIs. An electronic handbook would allow for efficient updating as well as links to videos of effective LEP instruction. An electronic handbook could also contain links to research-based sites for LEP instruction.

The handbook should include a menu of District resources and offerings, like formal requests for translation services. The handbook could also include community resources that serve immigrant families and who may help to supplement some of the work occurring in schools for community outreach and engagement. As a method of aligning district programming and ensuring quality of delivery, the vision should include a series of rubrics for schools to use independently as a way to evaluate the strategic planning and implementation of effective ESL programming.

RECOMMENDATION 3 Establish a Formal Network of Schools with ESL Programs.

Currently, the work in schools with ESL programs is performed in silos and represents a network in name clustering only. While the district manages the allocation of resources and support from a top down system, it is important to provide schools with opportunities for collaboration and networking. The district should work to establish an ESL network of schools that connects teachers and leaders with targeted opportunities for development. Byrk, Gomez & Grunow (2011) establish clear ways to create networked communities intended to help the members of the community improve in their practice. Principals and teachers at schools with ESL programs should have the opportunity to come together quarterly for on-going professional learning that is driven by teachers, counselors, BAIs, and administrators in these schools. Such collaborations could provide teachers and leaders an opportunity to not only receive professional development, but to also share real time practices with colleagues across the network.

School leaders in the network could participate in learning walks in order to glean lessons from colleagues. The walks could provide valuable on-going feedback for schools working towards continuous improvement.

RECOMMENDATION 4

Select an ESL Advocate on Each Campus to Drive the Vision for LEP Instruction.

Most schools were able to articulate at least one person in the building who either formally or informally managed the planning or support for ESL instruction. Additionally, at many schools at least one person demonstrated a both a high capacity for ESL instruction and a high interest in serving the needs of LEP students, essentially an untapped resource. However, few schools identified this person as a primary advocate or driver of the school level vision for ESL instruction in an official capacity. Four of the nine principals indicated on the survey that no specific individual at their respective schools is responsible for advocating specifically for LEP students on the School Improvement Team.

Schools should identify an ESL advocate for each who has the explicit purpose of driving the vision for ESL instruction on a school level. These advocates should be responsible for monitoring and reporting the ongoing ESL progress within the school to gauge consistent trends across the networking including fidelity of implementation of expectations, needs of schools, and performance over time. This advocate would serve on the School Improvement Team and keep the vision for growth and development of students present in the conversation. As this advocate would take on additional responsibilities in addition to his/her current duties, a stipend should be awarded. The advocate could be the ESL teacher, but does not have to be.

As advocates are the primary voice for LEP students, they should receive additional training and support from central office and have open lines of communications with other network advocates.

RECOMMENDATION 5

Provide Unique Professional Development for BAIs and Teachers in Schools with LEP Students.

BAIs may or may not speak the same language(s) as the LEP students they serve, do not receive professional development focused on instruction from JCPS, and may or may not receive professional development at individual schools. BAIs are a primary lever in supporting the growth and development of LEP students as outlined in their job description and receive general training with other non-licensed staff such as custodians and secretaries. Such training, while helpful, is often untargeted towards the specific job functions of the BAIs. JCPS should develop and deliver two types of BAI professional development. First, professional development focused on the instructional duties of being a BAI would provide BAIs specific information about strategies for language acquisition.

Second, professional development focused on professional collaboration would provide both BAIs and teachers opportunities to learn strong systems for partnership in the classroom.

RECOMMENDATION **6** **Conduct an Internal Audit of Existing Systems in JCPS.**

Much variability existed between schools in regard to scheduling and tracking; therefore, JCPS should conduct an internal audit of the systems schools use to place students in classrooms, including the implications for replacing grade-level ELA with an ESL class. As a result of this audit, JCPS should publish a set of guidelines of "best practices" for school level structural supports for LEP students.

RECOMMENDATION **7** **Continue to Build and Strengthen the Partnership with the University of Louisville and other Higher Education Institutions.**

JCPS is limited in its own human capital, and may benefit from leveraging a stronger relationship with the University of Louisville or other higher education partners. The district may push to formalize and make public a partnership with local universities to increase the number of teachers pursuing the ESL endorsement or to offer ongoing training and development. The district currently has a positive relationship with the University of Louisville, and many ESL teachers receive endorsements and take continuing education classes from the university. The district could explore such avenues like increasing the research opportunities for the higher education partners in exchange for extended professional development, or support in developing research-based systems and structures to increase the academic achievement for LEP students. Or, higher education partners may be willing to develop a core cohort of teacher leaders in JCPS who would develop and deliver professional development and support to BAIs and core content teachers. Full time undergraduate or graduate students seeking their ESL endorsement could be placed as interns at schools with ESL programs to provide more direct instructional supports to LEP students with minimal cost to JCPS.

RECOMMENDATION 8

Offer the Advance Program Placement Test in the student's native or home language.

School personnel consistently reported that LEP students are absent from the higher and advanced tracks within the school. Though students technically may be able to take classes in the higher tracks, it is unlikely that they do. As such, the ESL department and the Advance Program should make a concerted effort to inform parents of LEP students that the Advance Program exists for academically gifted and talented students. JCPS should ensure that LEP students have equal access to the Advance Program by administering the placement assessment in the student's home language, or offer the assessment with the aid of a translator.

ADDITIONAL RESEARCH

Additional research in collaboration with external partners is recommended as JCPS strives to meet the diverse academic needs of its LEP students. The project team provides three specific recommendations for further research.

First, research should be conducted to examine the extent to which the recommendations made in this project are implemented and the impact they have on the academic outcomes for LEP students. JCPS may choose to prioritize and implement some or all of the recommendations, therefore follow-up studies on their effectiveness should be conducted.

Second, studies similar to this one should be performed at other tier levels. This study provided an analytic description on the scope and nature of academic supports for LEP students tightly focused at the middle school tier. However, JCPS would benefit from a better understanding of the structural and instructional elements pertinent to LEP students at the elementary and high school level. Such understanding would allow for JCPS to implement policy changes and initiatives that would impact all schools with ESL programs and LEP students.

Third, the project team recommends deeper examination of any or all of the more salient findings. Additional study of the impact of professional development for BAIs and content teachers on instructional practices would allow for decision-makers to focus time and capital toward effective professional learning exercises. An exploration of the scheduling and tracking practices and their impact on academic supports and access to equitable

opportunities could potentially unveil hidden inequities in terms of academic access for LEP students. Finally, further study of the financial resource allocation as a measure of equity for LEP students could highlight better systems of capital management and allocation that yields higher students achievement.

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JCPS Middle Schools

- • Resides
- ▲ Magnet

CROSBY

RAMSEY

WESTPORT

CARRITHERS

KAMMERER

BARRET TRADITIONAL

JEFF CNTY TRADITIONAL

BROWN

HIGHLAND

NEWBURG

MOORE

KNIGHT

THOMAS JEFFERSON

MEYZEEK

NOE

OLMSTED NORTH

OLMSTED SOUTH

LASSITER

WESTERN

JOHNSON TRADITIONAL

FARNSLEY

STUART

CONWAY

DIXIE HWY

FROST
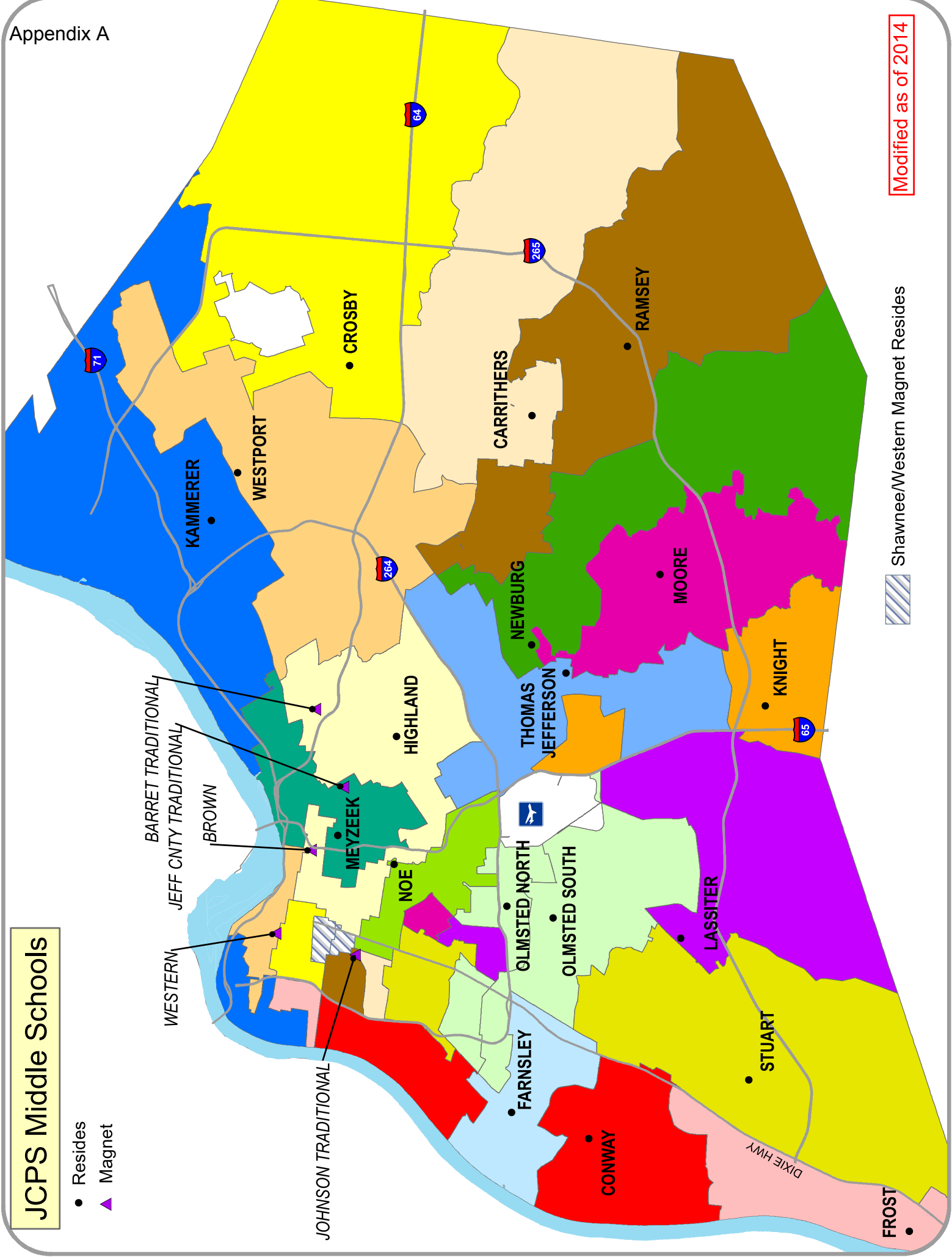
Shawnee/Western Magnet Resides

Modified as of 2014

JCPS principals

Q1 Thank you for agreeing to participate in this survey of supports for Limited English Proficient (LEP) students. This survey is part of a capstone project as a partnership between Jefferson County Public Schools and doctoral students at Peabody College at Vanderbilt University. We are interested in learning more about how your school supports the academic needs of LEP students. Your participation in this survey is completely voluntary. If you choose to participate, your responses will remain anonymous and strictly confidential. Individual responses will not be shared with other staff in your school or district office and will never be identified in any reports of the results. The survey poses no risk to you, and there is no penalty for refusal to participate. You may choose to withdraw from the survey at any time without completing it.   If you have any questions about this survey or your rights as a research participant, please contact Miah Daughtery, miah.e.daughtery@vanderbilt.edu, Dr. Marco Munoz, marco.munoz@jefferson.kyschools.us, or Dr. Claire Smrekar, claire.smrekar@vanderbilt.edu.

Q2 Please select "I agree" to indicate that you agree to the conditions set forth in the email you received and are willing to complete the survey. If you do not agree to the terms and do not wish to participate, please select "I do not agree."
❍ I agree (1)
❍ I do not agree (2)
If I do not agree Is Selected, Then Skip To End of Survey

Q3 Throughout the survey, LEP is "Limited English Proficient."

Q4 How many years have you been a principal?

- ○ 1 (1)
- ○ 2 (2)
- ○ 3 (3)
- ○ 4 (4)
- ○ 5 (5)
- ○ 6 (6)
- ○ 7 (7)
- ○ 8 (8)
- ○ 9 (9)
- ○ 10 (10)
- ○ 11 (11)
- ○ 12 (12)
- ○ 13 (13)
- ○ 14 (14)
- ○ 15 (15)
- ○ 16 (16)
- ○ 17 (17)
- ○ 18 (18)
- ○ 19 (19)
- ○ 20 (20)
- ○ 21 (21)
- ○ 22 (22)
- ○ 23 (23)
- ○ 24 (24)
- ○ 25 (25)
- ○ 26 (26)
- ○ 27 (27)
- ○ 28 (28)
- ○ 29 (29)
- ○ 30 (30)
- ○ more than 30 (31)

Q5 How many years have you been a principal at this school?

- ⭕ 1 (31)
- ⭕ 2 (33)
- ⭕ 3 (34)
- ⭕ 4 (35)
- ⭕ 5 (36)
- ⭕ 6 (37)
- ⭕ 7 (38)
- ⭕ 8 (39)
- ⭕ 9 (40)
- ⭕ 10 (41)
- ⭕ 11 (42)
- ⭕ 12 (43)
- ⭕ 13 (44)
- ⭕ 14 (45)
- ⭕ 15 (46)
- ⭕ 16 (47)
- ⭕ 17 (48)
- ⭕ 18 (49)
- ⭕ 19 (50)
- ⭕ 20 (51)
- ⭕ 21 (52)
- ⭕ 22 (53)
- ⭕ 23 (54)
- ⭕ 24 (55)
- ⭕ 25 (56)
- ⭕ 26 (57)
- ⭕ 27 (58)
- ⭕ 28 (59)
- ⭕ 29 (60)
- ⭕ 30 (61)
- ⭕ more than 30 (62)

Q6 How many years did you teach before becoming a principal?
- ○ 1 (30)
- ○ 2 (33)
- ○ 3 (34)
- ○ 4 (35)
- ○ 5 (36)
- ○ 6 (37)
- ○ 7 (38)
- ○ 8 (39)
- ○ 9 (40)
- ○ 10 (41)
- ○ 11 (42)
- ○ 12 (43)
- ○ 13 (44)
- ○ 14 (45)
- ○ 15 (46)
- ○ 16 (47)
- ○ 17 (48)
- ○ 18 (49)
- ○ 19 (50)
- ○ 20 (51)
- ○ 21 (52)
- ○ 22 (53)
- ○ 23 (54)
- ○ 24 (55)
- ○ 25 (56)
- ○ 26 (57)
- ○ 27 (58)
- ○ 28 (59)
- ○ 29 (60)
- ○ 30 (61)
- ○ more than 30 (31)

Q7 Are any of the front office staff bilingual (NOT including BAIs) ?
- ○ Yes (1)
- ○ No (2)

Q8 Is there a member of the School Improvement Team who advocates specifically for LEP students?
- ○ Yes (1)
- ○ No (2)

Q9 Are there outreach programs specifically for parents/guardians of LEP students?
- ○ Yes (1)
- ○ No (2)

Q10 If your school does offer engagement programs for parents/guardians of LEP students, please briefly describe:

Q11 To what extent is there an expectation that ALL school staff work with LEP students? (As opposed to only those charged with working directly with them.)
- ○ Not at all (1)
- ○ Very little/Some (2)
- ○ A lot (3)
- ○ This expectation is part of our school culture (4)

Q12 To what extent are the needs of LEP students considered when designing the master schedule?
- ○ Not at all (1)
- ○ Very little/Some (2)
- ○ A lot (3)
- ○ They are the main consideration (4)

Q13 Which bests represents your view of the instructional support for LEP students your school receives from the district?
- ○ not enough; need more support (1)
- ○ adequate support; should stay the same (2)
- ○ receive more than is necessary; don't need as much support as is given (3)
- ○ need to provide more input into the support we receive (5)

Q14 How has the population of LEP students changed in the last three years at your school?
- ○ increased dramatically (1)
- ○ increased (2)
- ○ stayed about the same (3)
- ○ decreased (4)
- ○ decreased dramatically (5)

Q15 What type of academic programming do LEP students receive at your school? Please check all that apply.
- ❑ All classes are taught in English only with no additional language support. (1)
- ❑ All classes are taught in English only, and students receive language development support, but the support is not structured (e.g., there is no coherent strategy or plan for how to support language acquisition consistent with LEP student development). (2)
- ❑ All classes are taught in English only and students receive language development support, and the support is carefully planned by appropriate staff and administrators (e.g., by relying on simplification and vocabulary building strategies according to LEP student development). (3)
- ❑ LEPs receive instruction in both English and their native language at different time periods each day until they develop their language skills in English. (7)
- ❑ LEPs receive significant amount of instruction in their native language for some years and then are transitioned into English only classrooms. (10)
- ❑ LEPs and English native speakers receive instruction in both English and Spanish or another foreign language. (13)

Q16 Which of the following provide academic support in the classroom to the general education teachers for LEP students? Please check all that apply.
- ❑ BAI (1)
- ❑ ECE (exceptional child education) teacher (2)
- ❑ other (4)
- ❑ parent (5)
- ❑ none (6)

Answer If Which of the following provide academic support in the classroom to the general education teacher... BAI Is Selected
Q17 What are all the ways BAIs are utilized in your school? Please check all that apply.
- ❑ Provide appropriate language instruction to students under the supervision of the certified classroom teacher. (11)
- ❑ Assist teachers, parents and local school personnel in fulfilling instructional goals of the second language program. (20)
- ❑ Assist teachers in communications with parents of students assigned to second language classes. (13)
- ❑ Assist teachers in maintaining and reporting student progress. (14)
- ❑ Provide instruction, counseling, appropriate learning material and experiences for the participants and provide continuous evaluation of students' progress and achievement. (15)
- ❑ Plan and implement parent and child interactions and activities. (16)
- ❑ Maintain accurate records on the program and provide data to appropriate personnel. (17)
- ❑ Plan regularly with staff and participates in appropriate school meetings and activities. (18)
- ❑ Perform other duties as assigned by the Principal. (19)

Q18 If you assign other duties to your BAI(s), please briefly describe.

Q19 If you funded a position for a second (or more) BAI, which of the following factors shaped this decision? Select all that apply.
❑ I didn't fund a second BAI position. (1)
❑ Increase in LEP population. (2)
❑ School focus on LEP students. (3)
❑ Success of first BAI. (4)
❑ Student achievement data. (5)

Q20 Have you purchased any extra curricular materials or resources specifically for LEP students?
❍ Yes (1)
❍ No (2)

Q21 Does this school provide specific professional development opportunities for BAIs pertaining to providing academic support to LEP students?
❍ Yes (1)
❍ No (2)

Q22 Does this school provide specific professional development for ECE teachers who work with LEP students?
❍ Yes (1)
❍ No (2)
❍ Does not apply; ECE teachers do not work with LEP students (3)

Q23 How well do you believe your teachers are prepared to meet the needs of the LEP students with whom they work?
❍ extremely prepared (1)
❍ sufficiently prepared (2)
❍ minimally prepared (3)
❍ not well-prepared (4)

Q24 Consider the different types of professional learning activities described below. Which best characterizes each type of activity? You may select more than one for each.

	Provided by our school in the past 12 months. (1)	Provided by the district in the past 12 months. (2)	Would benefit our teachers (3)	N/A (4)
Principal theories of second language acquisition (4)	❏	❏	❏	❏
Identifying LEPs (5)	❏	❏	❏	❏
Classroom practices for LEPs (6)	❏	❏	❏	❏
Instructional strategies for LEPs (7)	❏	❏	❏	❏
Selecting materials for LEPs (8)	❏	❏	❏	❏
Integrating content and language instruction (9)	❏	❏	❏	❏
Grouping practices with LEPs (10)	❏	❏	❏	❏
Promoting oral language (11)	❏	❏	❏	❏
Teaching reading and writing to LEPs (12)	❏	❏	❏	❏
Assessing LEPs (13)	❏	❏	❏	❏
Collaboration between LEP, ECE, and regular education teachers (14)	❏	❏	❏	❏
Differentiated instruction for LEPs (15)	❏	❏	❏	❏

Integrating Technology into LEP Instruction (16)	❑	❑	❑	❑

Appendix B2

General education teachers

Q1 Thank you for agreeing to participate in this survey of supports for Limited English Proficient (LEP) students. This survey is part of a capstone project as a partnership between Jefferson County Public Schools and doctoral students at Peabody College at Vanderbilt University. We are interested in learning more about how your school supports the academic needs of LEP students.   Your participation in this survey is completely voluntary. If you choose to participate, your responses will remain anonymous and strictly confidential. Individual responses will not be shared with other staff in your school or district office and will never be identified in any reports of the results. The survey poses no risk to you, and there is no penalty for refusal to participate. You may choose to withdraw from the survey at any time without completing it.   If you have any questions about this survey or your rights as a research participant, please contact Miah Daughtery, miah.e.daughtery@vanderbilt.edu, Dr. Marco Munoz, marco.munoz@jefferson.kyschools.us, or Dr. Claire Smrekar, claire.smrekar@vanderbilt.edu.

Q2 Please select "I agree" to indicate that you agree to the conditions set forth in the email you received and are willing to complete the survey. If you do not agree to the terms and do not wish to participate, please select "I do not agree."
❍ I agree (1)
❍ I do not agree (2)
If I do not agree Is Selected, Then Skip To End of Survey

Q3 Throughout the survey, LEP is "Limited English Proficient."

Q4 How many years have you been a teacher?

- ○ 1 (1)
- ○ 2 (2)
- ○ 3 (3)
- ○ 4 (4)
- ○ 5 (5)
- ○ 6 (6)
- ○ 7 (7)
- ○ 8 (8)
- ○ 9 (9)
- ○ 10 (10)
- ○ 11 (11)
- ○ 12 (12)
- ○ 13 (13)
- ○ 14 (14)
- ○ 15 (15)
- ○ 16 (16)
- ○ 17 (17)
- ○ 18 (18)
- ○ 19 (19)
- ○ 20 (20)
- ○ 21 (21)
- ○ 22 (22)
- ○ 23 (23)
- ○ 24 (24)
- ○ 25 (25)
- ○ 26 (26)
- ○ 27 (27)
- ○ 28 (28)
- ○ 30 (29)
- ○ more than 30 (30)

Q5 How many years have you been a teacher at this school?

- ○ 1 (1)
- ○ 2 (2)
- ○ 3 (3)
- ○ 4 (4)
- ○ 5 (5)
- ○ 6 (6)
- ○ 7 (7)
- ○ 8 (8)
- ○ 9 (9)
- ○ 10 (10)
- ○ 11 (11)
- ○ 12 (12)
- ○ 13 (13)
- ○ 14 (14)
- ○ 15 (15)
- ○ 16 (16)
- ○ 17 (17)
- ○ 18 (18)
- ○ 19 (19)
- ○ 20 (20)
- ○ 21 (21)
- ○ 22 (22)
- ○ 23 (23)
- ○ 24 (24)
- ○ 25 (25)
- ○ 26 (26)
- ○ 27 (27)
- ○ 28 (28)
- ○ 29 (29)
- ○ 30 (30)
- ○ more than 30 (31)

Q6 How many years have you taught Limited English Proficiency (LEP) students?
- ○ 0 (32)
- ○ 1 (1)
- ○ 2 (2)
- ○ 3 (3)
- ○ 4 (4)
- ○ 5 (5)
- ○ 6 (6)
- ○ 7 (7)
- ○ 8 (8)
- ○ 9 (9)
- ○ 10 (10)
- ○ 11 (11)
- ○ 12 (12)
- ○ 13 (13)
- ○ 14 (14)
- ○ 15 (15)
- ○ 16 (16)
- ○ 17 (17)
- ○ 18 (18)
- ○ 19 (19)
- ○ 20 (20)
- ○ 21 (21)
- ○ 22 (22)
- ○ 23 (23)
- ○ 24 (24)
- ○ 25 (25)
- ○ 26 (26)
- ○ 27 (27)
- ○ 28 (28)
- ○ 29 (29)
- ○ 30 (30)
- ○ more than 30 (31)

Q7 Which subject(s) do you teach? Please select all that apply.
- ❑ Math (1)
- ❑ ELA (English/Language Arts) (2)
- ❑ Science (3)
- ❑ Social Studies (4)
- ❑ ESL (English as a Second/Other Language) (5)
- ❑ Other (6)

Q8 Which subject(s) do you teach LEP students? Please select all that apply.
- ❑ Math (1)
- ❑ ELA (English/Language Arts) (2)
- ❑ Science (3)
- ❑ Social Studies (4)
- ❑ ESL (English as a Second/Other Language) (5)
- ❑ Other (6)
- ❑ None (7)

Q40 If you selected "Other" please specify the subject(s):

Q9 Which grade level(s) do you teach? Please select all that apply.
- ❑ 6 (1)
- ❑ 7 (2)
- ❑ 8 (3)
- ❑ 9 (4)
- ❑ 10 (5)
- ❑ 11 (6)
- ❑ 12 (7)

Q10 Do you speak any other languages besides English?
- ○ Yes (1)
- ○ No (2)

Q11 Which language(s) do you speak besides English? Please list all other languages.

Q12 With whom do you share instructional responsibilities for classes with LEP students? Please select all that apply.
- ❑ Bilingual Associate Instructor (BAI) (1)
- ❑ Exceptional Child Education (ECE) Teacher (2)
- ❑ Parent (3)
- ❑ Another General Education Teacher (4)
- ❑ Other (5)
- ❑ None (6)

Q41 If you selected "Other" please specify with whom you share instructional responsibilities for classes with LEP students.

Q13 How many hours total, on average, do you plan with those who provide instructional support?

❍ We never plan together (1)
❍ 1 hour per week (2)
❍ 2 hours per week (3)
❍ 3 hours per week (4)
❍ 4 hour per week (5)
❍ 5 or more hours per week (6)

Q14 Which classes do you and another person providing instructional support teach together? Please select all that apply.

❑ Math (1)
❑ ELA (English Language Arts) (2)
❑ Science (3)
❑ Social Studies (4)
❑ ESL (5)
❑ Other (6)

Q15 We would like for you to think of a target class. This target class will be the one you teach with the most LEP students in it. Reflect on the target class as you answer the following questions.

Q16 Select all of the characteristics which describe the target class you have selected.

❑ It is the most challenging group for me. (1)
❑ It is the class where I feel more comfortable. (2)
❑ Most or all LEP students speak a native language I know. (3)
❑ LEP students in this class have similar proficiency levels in English. (4)
❑ LEP students in this class have different proficiency levels in English. (5)
❑ This class has the largest number of LEP students. (6)
❑ This class has the smallest number of LEP students. (7)
❑ This is the only group of LEP students I support. (8)

Q17 What is the average length of each period for the target class?

○ 30-40 minutes (1)
○ 41-50 minutes (2)
○ 51-60 minutes (3)
○ 61-90 minutes (4)
○ 91-120 minutes (5)
○ varies due to schedule design (6)

Q18 How many class periods do you meet with the target class per week?

○ 1 (1)
○ 2 (2)
○ 3 (3)
○ 4 (4)
○ 5 (5)
○ more than 5 (6)

Q19 What is the grade level of the majority of students in the target class?

○ 6 (1)
○ 7 (2)
○ 8 (3)
○ 9 (4)
○ 10 (5)
○ 11 (6)
○ 12 (7)

Q20 How many total students are enrolled in the target class?
- ○ 10 or fewer (1)
- ○ 11-15 (2)
- ○ 16-20 (3)
- ○ 21-25 (4)
- ○ 26-30 (5)
- ○ more than 30 (6)

Q21 How many LEP students are enrolled in the target class?
- ○ 10 or fewer (1)
- ○ 11-15 (2)
- ○ 16-20 (3)
- ○ 21-25 (4)
- ○ 26-30 (5)
- ○ more than 30 (6)

Q22 How many LEP students in the target class function at each of the following level of English language proficiency? Enter the number for each.
- ❑ Emerging (The student understands or uses few or no English words.) (1) _____
- ❑ Beginning (The student understands or uses mostly simple phrases and sentences but requires frequent assistance.) (2) _____
- ❑ Intermediate (The student understands or uses simple phrases and sentences, as well as complex sentences appropriate for the social and classroom contexts, but still requires some assistance.) (3) _____
- ❑ Proficient (The student understands and uses simple and complex language appropriate for the social and classroom contexts and requires very little assistance.) (4) _____

Q23 What is the academic achievement level of the LEP students in the target class?
- ○ I don't know (1)
- ○ Low Achievement Level (2)
- ○ Average Achievement Level (3)
- ○ Mixed Achievement Level (4)
- ○ High Achievement Level (5)

Q24 Please indicate the extent to which each of the following applies to LEP students in your target class.

	Seldom or never (1)	Some of the time (2)	Most or all of the time (3)
I allow LEP students more time to complete their coursework. (1)	○	○	○
I give LEP students less coursework than other students. (2)	○	○	○
I allow an LEP student to use her/his native language in my class. (3)	○	○	○
I provide materials for LEP students in their native languages. (4)	○	○	○
Effort is more important to me than achievement when I grade LEP students' work. (5)	○	○	○

Q25 How much time do LEP students in the target class engage in the following tasks?

	None (1)	Little (2)	Some (3)	Moderate (4)	Considerable (5)
Watching and listening to teacher demonstrations or explanations. (1)	❍	❍	❍	❍	❍
Guided reading of books, magazines, articles, etc. to support language development. (2)	❍	❍	❍	❍	❍
Working with the teacher in guided writing processes. (3)	❍	❍	❍	❍	❍
Learning to use resources (e.g., dictionary, speller, or thesaurus). (4)	❍	❍	❍	❍	❍
Working individually. (5)	❍	❍	❍	❍	❍
Working in small groups. (6)	❍	❍	❍	❍	❍
Participating in whole class discussions. (7)	❍	❍	❍	❍	❍
Completing language exercises from a sheet or a text. (8)	❍	❍	❍	❍	❍
Developing inquiry skills. (9)	❍	❍	❍	❍	❍
Working with hands-on manipulatives or realia. (10)	❍	❍	❍	❍	❍
Working with educational technology. (11)	❍	❍	❍	❍	❍
Taking quizzes or exams. (12)	❍	❍	❍	❍	❍

Listening to outside speakers in class. (13)	○	○	○	○	○
Engaging in academic language development. (14)	○	○	○	○	○
Engaging in social language development. (15)	○	○	○	○	○
Demonstrating comprehension of key concepts through movement/acting. (16)	○	○	○	○	○
Demonstrating comprehension of key concepts in written form. (17)	○	○	○	○	○
Demonstrating comprehension of key concepts orally. (18)	○	○	○	○	○
Demonstrating comprehension of key concepts through drawing. (19)	○	○	○	○	○

Q26 When LEP students in the target class are working individually, how much of that time do they use to engage in the following tasks?

	None (1)	Little (2)	Some (3)	Moderate (4)	Considerable (5)
Writing a response or explanation using brief constructed responses of several sentences or more. (1)	○	○	○	○	○
Analyzing information to make inferences or draw conclusions. (2)	○	○	○	○	○
Responding creatively to texts. (3)	○	○	○	○	○
Applying concepts across content areas to real world problems. (4)	○	○	○	○	○
Engaging in vocabulary development activities in the content area. (5)	○	○	○	○	○
Designing charts or models that support learning of academic content. (6)	○	○	○	○	○
Designing charts or models that support their language development. (7)	○	○	○	○	○

Presenting content with manipulatives to support learning of academic content. (8)	○	○	○	○	○
Presenting content with manipulatives to support language development. (9)	○	○	○	○	○

Q27 When LEP students in the target class work in pairs or small groups, how much of that time do they engage in the following tasks?

	None (1)	Little (2)	Some (3)	Moderate (4)	Considerable (5)
Preparing or practicing for a presentation in pairs or small groups. (1)	○	○	○	○	○
Working on a writing project in which group members engage in peer revision and editing. (2)	○	○	○	○	○
Completing written assignments from the textbook or worksheets with a partner. (3)	○	○	○	○	○
Working as a group on an assignment, report, or project that takes longer than one week to complete. (4)	○	○	○	○	○
Discussing how they read and how they write. (5)	○	○	○	○	○
Discussing what they read and what they write. (6)	○	○	○	○	○
Engaging in note-taking or other written work. (7)	○	○	○	○	○

Engaging in small group discussions. (8)	○	○	○	○	○
Designing charts or models that support learning of academic content. (9)	○	○	○	○	○
Designing charts or models that support their language development. (10)	○	○	○	○	○
Presenting content with manipulatives to support learning of academic content. (11)	○	○	○	○	○
Presenting content with manipulatives to support language development. (12)	○	○	○	○	○

Q28 In answering the following items, consider all the professional development activities related to second language acquisition or English language learning and development that you have participated in during the last 12 months. Professional development refers to a variety of activities intended to enhance your professional knowledge and skills, including in-service training, teacher networks, course work, institutes, committee work, and mentoring. In-service training is professional development offered by your school or district to enhance your professional responsibilities and knowledge. Workshops are short-term learning opportunities that can be located in your school or elsewhere. Institutes are longer term professional learning opportunities, for example, of a week or longer in duration.

Q29 During the last 12 months, how many days have you spent engaged in the following different types of professional development activities focused on English language learning?

	N/A (1)	1-2 days (2)	3-5 days (3)	6-10 days (4)	more than 10 days (5)
Workshops or in-service training about teaching or learning the English language. (1)	○	○	○	○	○
Summer institutes or conferences about teaching or learning the English language. (2)	○	○	○	○	○
College courses that supported the teaching or learning of English for non-English speakers (indicate number of hours in class). (3)	○	○	○	○	○

Q30 During the last 12 months, how frequently have you engaged in each of the following activities focused on English language learning?

	N/A (1)	Once or twice a year (2)	Once or twice a semester (3)	Once or twice a month (4)	Once or twice a week (5)	Almost daily (6)
Participated in professional development activities related to English language learning. (1)	❍	❍	❍	❍	❍	❍
Participated in teacher study groups, networks, or collaboratives. (2)	❍	❍	❍	❍	❍	❍
Used teacher resource centers or internet resources to enrich my knowledge and skills. (3)	❍	❍	❍	❍	❍	❍
Worked on a committee or task force focused on curriculum and instruction for LEPs (4)	❍	❍	❍	❍	❍	❍
Served as a mentor/coach for LEP instruction. (5)	❍	❍	❍	❍	❍	❍
Received coaching or mentoring for LEP instruction. (6)	❍	❍	❍	❍	❍	❍

Engaged in informal self-directed learning (e.g., discussions with colleagues about English language learning). (7)	○	○	○	○	○	○
Engaged in action research. (8)	○	○	○	○	○	○
Participated in data retreats (e.g., looking at student data). (9)	○	○	○	○	○	○

Q31 Thinking again about your professional development activities related to English language learning during the past 12 months, how often has the following occurred for you?

	N/A (1)	Rarely (2)	Sometimes (3)	Often (4)
Observed demonstrations of teaching techniques. (1)	○	○	○	○
Led group discussions. (2)	○	○	○	○
Conducted a demonstration of a lesson, unit, or skill. (3)	○	○	○	○
Developed curricula or lesson plans with others. (4)	○	○	○	○
Reviewed student work or scored assessments. (5)	○	○	○	○
Developed assessments or tasks. (6)	○	○	○	○
Participated in inquiry based on my own practice. (7)	○	○	○	○
Given a lecture or presentation to colleagues. (8)	○	○	○	○

Q32 During the past 12 months, have you participated in professional development activities related to English language learning in the following ways?

	No (1)	Yes (2)
Participated in professional development activities along with most or all of the teachers from my school. (1)	○	○
Participated in professional development activities along with most or all of the teachers from my department or grade level. (2)	○	○
Participated in professional development activities NOT attended by other staff from my school. (3)	○	○
Discussed what I learned with other teachers in my school or department who did NOT attend the activity. (4)	○	○

Q33 During the last 12 months, how much emphasis have your professional development activities related to English language learning placed on the following topics?

	None (1)	Minor (2)	Moderate (3)	Major (4)
State LEP/ESL/ELD standards. (1)	○	○	○	○
State content standards. (2)	○	○	○	○
Alignment of instruction to curriculum. (3)	○	○	○	○
Methods of teaching in LEP/ESL/ELD. (4)	○	○	○	○
In-depth study of a specific area in second language teaching or learning. (5)	○	○	○	○
Study of how children learn a second language. (6)	○	○	○	○
Adapting instruction to individual differences in student learning. (7)	○	○	○	○
Crosscultural communication and understanding. (8)	○	○	○	○
Testing and Assessment in LEP/ ESL/ ELD. (9)	○	○	○	○
State or district assessment (e.g., preparing, understanding, interpreting assessment data). (10)	○	○	○	○

Technology to support student learning. (11)	❍	❍	❍	❍
Curriculum and materials development in LEP/ESL/ELD. (12)	❍	❍	❍	❍

BAIs

Q1 Thank you for agreeing to participate in this survey of supports for Limited English Proficient (LEP) students. This survey is part of a capstone project as a partnership between Jefferson County Public Schools and doctoral students at Peabody College at Vanderbilt University. We are interested in learning more about how your school supports the academic needs of LEP students.   Your participation in this survey is completely voluntary. If you choose to participate, your responses will remain anonymous and strictly confidential. Individual responses will not be shared with other staff in your school or district office and will never be identified in any reports of the results. The survey poses no risk to you, and there is no penalty for refusal to participate. You may choose to withdraw from the survey at any time without completing it.   If you have any questions about this survey or your rights as a research participant, please contact Miah Daughtery, miah.e.daughtery@vanderbilt.edu, Dr. Marco Munoz, marco.munoz@jefferson.kyschools.us, or Dr. Claire Smrekar, claire.smrekar@vanderbilt.edu.

Q2 Please select "I agree" to indicate that you agree to the conditions set forth in the email you received and are willing to complete the survey. If you do not agree to the terms and do not wish to participate, please select "I do not agree."
❍ I agree (1)
❍ I do not agree (2)
If I do not agree Is Selected, Then Skip To End of Survey

Q3 Throughout the survey, LEP is "Limited English Proficient."

Q4 How many years have you been a BAI?

- ○ 1 (1)
- ○ 2 (2)
- ○ 3 (3)
- ○ 4 (4)
- ○ 5 (5)
- ○ 6 (6)
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- ○ 26 (26)
- ○ 27 (27)
- ○ 28 (28)
- ○ 30 (29)
- ○ more than 30 (30)

Q5 How many years have you been a BAI at this school?

- ○ 1 (1)
- ○ 2 (2)
- ○ 3 (3)
- ○ 4 (4)
- ○ 5 (5)
- ○ 6 (6)
- ○ 7 (7)
- ○ 8 (8)
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- ○ 23 (23)
- ○ 24 (24)
- ○ 25 (25)
- ○ 26 (26)
- ○ 27 (27)
- ○ 28 (28)
- ○ 29 (29)
- ○ 30 (30)
- ○ more than 30 (31)

Q6 How many years have you worked with LEP students?
- ◯ 1 (1)
- ◯ 2 (2)
- ◯ 3 (3)
- ◯ 4 (4)
- ◯ 5 (5)
- ◯ 6 (6)
- ◯ 7 (7)
- ◯ 8 (8)
- ◯ 9 (9)
- ◯ 10 (10)
- ◯ 11 (11)
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- ◯ 22 (22)
- ◯ 23 (23)
- ◯ 24 (24)
- ◯ 25 (25)
- ◯ 26 (26)
- ◯ 27 (27)
- ◯ 28 (28)
- ◯ 29 (29)
- ◯ 30 (30)
- ◯ more than 30 (31)

Q7 What languages do you speak besides English? Please list all other languages.

Q8 Do you work with a general education teacher to support the academic success of LEP students?
- ◯ Yes (1)
- ◯ No (2)

Q9 With how many general education teachers do you work?
- ○ 1 (1)
- ○ 2 (2)
- ○ 3 (3)
- ○ 4 (4)
- ○ More than 4 (5)

Q10 Which grade level(s) do you support general education teachers? Please select all that apply.
- ❑ 6 (1)
- ❑ 7 (2)
- ❑ 8 (3)
- ❑ 9 (4)
- ❑ 10 (5)
- ❑ 11 (6)
- ❑ 12 (7)

Q11 How many hours total, on average, do you plan with your general education teacher(s)?
- ○ We never plan together (1)
- ○ 1 hour per week (2)
- ○ 2 hours per week (3)
- ○ 3 hours per week (4)
- ○ 4 hour per week (5)
- ○ 5 or more hours per week (6)

Q12 For which classes do you support a general education teacher? Please select all that apply.
- ❑ Math (1)
- ❑ ELA (English Language Arts) (2)
- ❑ Science (3)
- ❑ Social Studies (4)
- ❑ Other (Art, Physical Education, etc.) (5)

Q13 Do you work with an ESL (English as a Second/Other Language) teacher to support the academic success of LEP students?
- ○ Yes (1)
- ○ No (2)

Q14 With how many ESL teachers do you work?

- ○ 1 (1)
- ○ 2 (2)
- ○ 3 (3)
- ○ 4 (4)
- ○ more than 4 (5)

Q15 Which grade levels do you support an ESL teacher? Please select all that apply.

- ❑ 6 (1)
- ❑ 7 (2)
- ❑ 8 (3)
- ❑ 9 (4)
- ❑ 10 (5)
- ❑ 11 (6)
- ❑ 12 (7)

Q16 How many hours total, on average, do you plan with an ESL teacher(s)?

- ○ We never plan together (1)
- ○ 1 hour per week (2)
- ○ 2 hours per week (3)
- ○ 3 hours per week (4)
- ○ 4 hours per week (5)
- ○ 5 or more hours per week (6)

Q17 For which classes do you support an ESL teacher? Please select all that apply.

- ❑ Math (1)
- ❑ ELA (English Language Arts) (2)
- ❑ Science (3)
- ❑ Social Studies (4)
- ❑ Other (Art, Physical Education, etc.) (5)
- ❑ None (6)

Q18 What are all the ways you work to support your school? Please check all that apply.
- ❑ Provide appropriate language instruction to students under the supervision of the certified classroom teacher. (11)
- ❑ Assist teachers, parents and local school personnel in fulfilling instructional goals of the second language program. (20)
- ❑ Assist teachers in communications with parents of students assigned to second language classes. (13)
- ❑ Assist teachers in maintaining and reporting student progress. (14)
- ❑ Provide instruction, counseling, appropriate learning material and experiences for the participants and provide continuous evaluation of students' progress and achievement. (15)
- ❑ Plan and implement parent and child interactions and activities. (16)
- ❑ Maintain accurate records on the program and provide data to appropriate personnel. (17)
- ❑ Plan regularly with staff and participates in appropriate school meetings and activities. (18)
- ❑ Perform other duties as assigned by the Principal. (19)

Answer If What are all the ways you work to support your school? Please check all that apply. Perform other duties as assigned by the Principal. Is Selected
Q19 If your principal assigns other duties, please briefly describe below:

Answer If Do you work with a general education teacher to support the academic success of LEP students? Yes Is Selected Or Do you work with an ESL (English as a Second/Other Language) teacher to support the academic success of LEP students? Yes Is Selected
Q20 We would like for you to think of a target class. This target class will be a class you support with the most LEP students in it. Reflect on the target class as you answer the following questions.

Answer If Do you work with a general education teacher to support the academic success of LEP students? Yes Is Selected Or Do you work with an ESL (English as a Second/Other Language) teacher to support the academic success of LEP students? Yes Is Selected
Q21 Select all of the characteristics which describe the target class you have selected.
- ❑ It is the most challenging group for me. (1)
- ❑ It is the class where I feel more comfortable. (2)
- ❑ Most or all LEP students speak a native language I know. (3)
- ❑ LEP students in this class have similar proficiency levels in English. (4)
- ❑ LEP students in this class have different proficiency levels in English. (5)
- ❑ This class has the largest number of LEP students. (6)
- ❑ This class has the smallest number of LEP students. (7)
- ❑ This is the only group of LEP students I support. (8)

Q22 What is the average length of each period for the target class?

○ 30-40 minutes (1)
○ 41-50 minutes (2)
○ 51-60 minutes (3)
○ 61-90 minutes (4)
○ 91-120 minutes (5)
○ varies due to schedule design (6)

Q23 How many class periods do you meet with the target class per week?

○ 1 (1)
○ 2 (2)
○ 3 (3)
○ 4 (4)
○ 5 (5)
○ more than 5 (6)

Q24 What is the grade level of (most of) the students in the target class?

○ 6 (1)
○ 7 (2)
○ 8 (3)
○ 9 (4)
○ 10 (5)
○ 11 (6)
○ 12 (7)

Q25 How many total students are enrolled in the target class?
- ❍ 10 or fewer (1)
- ❍ 11-15 (2)
- ❍ 16-20 (3)
- ❍ 21-25 (4)
- ❍ 26-30 (5)
- ❍ more than 30 (6)

Q26 How many LEP students are enrolled in the target class?
- ❍ 10 or fewer (1)
- ❍ 11-15 (2)
- ❍ 16-20 (3)
- ❍ 21-25 (4)
- ❍ 26-30 (5)
- ❍ more than 30 (6)

Q27 How many LEP students in the target class function at each of the following level of English language proficiency? Enter the number for each.
- ❑ Emerging (The student understands or uses few or no English words.) (1) _____
- ❑ Beginning (The student understands or uses mostly simple phrases and sentences but requires frequent assistance.) (2) _____
- ❑ Intermediate (The student understands or uses simple phrases and sentences, as well as complex sentences appropriate for the social and classroom contexts, but still requires some assistance.) (3) _____
- ❑ Proficient (The student understands and uses simple and complex language appropriate for the social and classroom contexts and requires very little assistance.) (4) _____

Q28 What is the academic achievement level of the LEP students in the target class?
- ❍ I don't know (1)
- ❍ Low Achievement Level (2)
- ❍ Average Achievement Level (3)
- ❍ Mixed Achievement Level (4)
- ❍ High Achievement Level (5)

Q29 Please indicate the extent to which each of the following applies to LEP students in your target class.

	Seldom or never (1)	Some of the time (2)	Most or all of the time (3)
LEP students receive more time to complete their coursework. (1)	❍	❍	❍
LEP students receive less coursework than other students. (2)	❍	❍	❍
LEP students may use her/his native language in my class. (3)	❍	❍	❍
I provide materials for LEP students in their native languages. (4)	❍	❍	❍
Effort is more important to me than achievement when I grade LEP students' work. (5)	❍	❍	❍

Q30 How much time do LEP students in the target class use to engage in the following tasks?

	None (1)	Little (2)	Some (3)	Moderate (4)	Considerable (5)
Watching and listening to teacher demonstrations or explanations. (1)	❍	❍	❍	❍	❍
Guided reading of books, magazines, articles, etc. to support language development. (2)	❍	❍	❍	❍	❍
Working with the teacher in guided writing processes. (3)	❍	❍	❍	❍	❍
Learning to use resources (e.g., dictionary, speller, or thesaurus). (4)	❍	❍	❍	❍	❍
Working individually. (5)	❍	❍	❍	❍	❍
Working in small groups. (6)	❍	❍	❍	❍	❍
Participating in whole class discussions. (7)	❍	❍	❍	❍	❍
Completing language exercises from a sheet or a text. (8)	❍	❍	❍	❍	❍
Developing inquiry skills. (9)	❍	❍	❍	❍	❍
Working with hands-on manipulatives or realia. (10)	❍	❍	❍	❍	❍
Working with educational technology. (11)	❍	❍	❍	❍	❍
Taking quizzes or exams. (12)	❍	❍	❍	❍	❍

Listening to outside speakers in class. (13)	○	○	○	○	○
Engaging in academic language development. (14)	○	○	○	○	○
Engaging in social language development. (15)	○	○	○	○	○
Demonstrating comprehension of key concepts through movement/acting. (16)	○	○	○	○	○
Demonstrating comprehension of key concepts in written form. (17)	○	○	○	○	○
Demonstrating comprehension of key concepts orally. (18)	○	○	○	○	○
Demonstrating comprehension of key concepts through drawing. (19)	○	○	○	○	○

Q31 When LEP students in the target class are working individually, how much of that time do they use to engage in the following tasks?

	None (1)	Little (2)	Some (3)	Moderate (4)	Considerable (5)
Writing a response or explanation using brief constructed responses of several sentences or more. (1)	○	○	○	○	○
Analyzing information to make inferences or draw conclusions. (2)	○	○	○	○	○
Responding creatively to texts. (3)	○	○	○	○	○
Applying concepts across content areas to real world problems. (4)	○	○	○	○	○
Engaging in vocabulary development activities in the content area. (5)	○	○	○	○	○
Designing charts or models that support learning of academic content. (6)	○	○	○	○	○
Designing charts or models that support their language development. (7)	○	○	○	○	○

Presenting content with manipulatives to support learning of academic content. (8)	○	○	○	○	○
Presenting content with manipulatives to support language development. (9)	○	○	○	○	○

Q32 When LEP students in the target class work in pairs or small groups, how much of that time do they engage in the following tasks?

	None (1)	Little (2)	Some (3)	Moderate (4)	Considerable (5)
Preparing or practicing for a presentation in pairs or small groups. (1)	○	○	○	○	○
Working on a writing project in which group members engage in peer revision and editing. (2)	○	○	○	○	○
Completing written assignments from the textbook or worksheets with a partner. (3)	○	○	○	○	○
Working as a group on an assignment, report, or project that takes longer than one week to complete. (4)	○	○	○	○	○
Discussing how they read and how they write. (5)	○	○	○	○	○
Discussing what they read and what they write. (6)	○	○	○	○	○
Engaging in note-taking or other written work. (7)	○	○	○	○	○

Engaging in small group discussions. (8)	○	○	○	○	○
Designing charts or models that support learning of academic content. (9)	○	○	○	○	○
Designing charts or models that support their language development. (10)	○	○	○	○	○
Presenting content with manipulatives to support learning of academic content. (11)	○	○	○	○	○
Presenting content with manipulatives to support language development. (12)	○	○	○	○	○

Q33 In answering the following items, consider all the professional development activities related to second language acquisition or English language learning and development that you have participated in during the last 12 months. Professional development refers to a variety of activities intended to enhance your professional knowledge and skills, including in-service training, teacher networks, course work, institutes, committee work, and mentoring. In-service training is professional development offered by your school or district to enhance your professional responsibilities and knowledge. Workshops are short-term learning opportunities that can be located in your school or elsewhere. Institutes are longer term professional learning opportunities, for example, of a week or longer in duration.

Q34 During the last 12 months, how much time have you spent engaged in professional development activities focused on English language learning?

	N/A (1)	1-2 days (2)	3-5 days (3)	6-10 days (4)	more than 10 days (5)
Workshops or in-service training about teaching or learning the English language. (1)	❍	❍	❍	❍	❍
Summer institutes or conferences about teaching or learning the English language. (2)	❍	❍	❍	❍	❍
College courses that supported the teaching or learning of English for non-English speakers (indicate number of hours in class). (3)	❍	❍	❍	❍	❍

Q35 During the last 12 months, how frequently have you engaged in each of the following activities focused on English language learning?

	Never (1)	Once or twice a year (2)	Once or twice a semester (3)	Once or twice a month (4)	Once or twice a week (5)	Almost daily (6)
Participated in professional development activities related to English language learning. (1)	❍	❍	❍	❍	❍	❍
Participated in teacher study groups, networks, or collaboratives. (2)	❍	❍	❍	❍	❍	❍
Used teacher resource centers or internet resources to enrich my knowledge and skills. (3)	❍	❍	❍	❍	❍	❍
Worked on a committee or task force focused on curriculum and instruction for EL.Ls (4)	❍	❍	❍	❍	❍	❍
Served as a mentor/coach for ELD instruction. (5)	❍	❍	❍	❍	❍	❍
Received coaching or mentoring for ELD instruction. (6)	❍	❍	❍	❍	❍	❍

Engaged in informal self-directed learning (e.g., discussions with colleagues about English language learning). (7)	❍	❍	❍	❍	❍	❍
Engaged in action research. (8)	❍	❍	❍	❍	❍	❍
Participated in data retreats (e.g., looking at student data). (9)	❍	❍	❍	❍	❍	❍

Q36 Thinking again about your professional development activities related to English language learning during the past 12 months, how often has the following occurred for you?

	Never (1)	Rarely (2)	Sometimes (3)	Often (4)
Observed demonstrations of teaching techniques. (1)	○	○	○	○
Led group discussions. (2)	○	○	○	○
Conducted a demonstration of a lesson, unit, or skill. (3)	○	○	○	○
Developed curricula or lesson plans with others. (4)	○	○	○	○
Reviewed student work or scored assessments. (5)	○	○	○	○
Developed assessments or tasks. (6)	○	○	○	○
Participated in inquiry based on my own practice. (7)	○	○	○	○
Given a lecture or presentation to colleagues. (8)	○	○	○	○

Q37 Still thinking about your professional development activities related to English language learning during the past 12 months, indicate how often they have been:

	Never (1)	Rarely (2)	Sometimes (3)	Often (4)
Designed to support the school's improvement plan. (1)	○	○	○	○
Consistent with your department's or grade level's plan to improve teaching. (2)	○	○	○	○
Consistent with your personal goals for your professional development. (3)	○	○	○	○
Built on what you learned in previous professional development activities. (4)	○	○	○	○
Supported by follow-up activities that related clearly to what you learned. (5)	○	○	○	○

Q38 During the past 12 months, have you participated in professional development activities related to English language learning in the following ways?

	No (1)	Yes (2)
Participated in professional development activities along with most or all of the teachers from my school. (1)	○	○
Participated in professional development activities along with most or all of the teachers from my department or grade level. (2)	○	○
Participated in professional development activities NOT attended by other staff from my school. (3)	○	○
Discussed what I learned with other teachers in my school or department who did NOT attend the activity. (4)	○	○

Q39 During the last 12 months, how much emphasis have your professional development activities related to English language learning placed on the following topics?

	None (1)	Minor (2)	Moderate (3)	Major (4)
State ELL/ESL/ELP/ELD standards. (1)	❍	❍	❍	❍
State content standards. (2)	❍	❍	❍	❍
Alignment of instruction to curriculum. (3)	❍	❍	❍	❍
Methods of teaching in ELL/ESL/ELD. (4)	❍	❍	❍	❍
In-depth study of a specific area in second language teaching or learning. (5)	❍	❍	❍	❍
Study of how children learn a second language. (6)	❍	❍	❍	❍
Adapting instruction to individual differences in student learning. (7)	❍	❍	❍	❍
Crosscultural communication and understanding. (8)	❍	❍	❍	❍
Testing and Assessment in ELL/ ESL/ ELD. (9)	❍	❍	❍	❍
State or district assessment (e.g., preparing, understanding, interpreting assessment data). (10)	❍	❍	❍	❍
Technology to support student learning. (11)	❍	❍	❍	❍

Curriculum and materials development in ELL/ESL/ELD. (12)	❍	❍	❍	❍

Appendix B4

JCPS counselors

Q1 Thank you for agreeing to participate in this survey of supports for Limited English Proficient (LEP) students. This survey is part of a capstone project as a partnership between Jefferson County Public Schools and doctoral students at Peabody College at Vanderbilt University. We are interested in learning more about how your school supports the academic needs of LEP students.Your participation in this survey is completely voluntary. If you choose to participate, your responses will remain anonymous and strictly confidential. Individual responses will not be shared with other staff in your school or district office and will never be identified in any reports of the results. The survey poses no risk to you, and there is no penalty for refusal to participate. You may choose to withdraw from the survey at any time without completing it. If you have any questions about this survey or your rights as a research participant, please contact Miah Daughtery, miah.e.daughtery@vanderbilt.edu, Dr. Marco Munoz, marco.munoz@jefferson.kyschools.us, or Dr. Claire Smrekar, claire.smrekar@vanderbilt.edu.

Q2 Please select "I agree" to indicate that you agree to the conditions set forth in the email you received and are willing to complete the survey. If you do not agree to the terms and do not wish to participate, please select "I do not agree."
❍ I agree (1)
❍ I do not agree (2)
If I do not agree Is Selected, Then Skip To End of Survey

Q24 Throughout the survey, LEP is "Limited English Proficient."

Q3 How many years have you been a counselor?

- ○ 1 (1)
- ○ 2 (2)
- ○ 3 (3)
- ○ 4 (4)
- ○ 5 (5)
- ○ 6 (6)
- ○ 7 (7)
- ○ 8 (8)
- ○ 9 (9)
- ○ 10 (10)
- ○ 11 (11)
- ○ 12 (12)
- ○ 13 (13)
- ○ 14 (14)
- ○ 15 (15)
- ○ 16 (16)
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- ○ 21 (21)
- ○ 22 (22)
- ○ 23 (23)
- ○ 24 (24)
- ○ 25 (25)
- ○ 26 (26)
- ○ 27 (27)
- ○ 28 (28)
- ○ 29 (29)
- ○ 30 (30)
- ○ more than 30 (31)

Q4 How many years have you been a counselor at this school?

- ○ 1 (1)
- ○ 2 (2)
- ○ 3 (3)
- ○ 4 (4)
- ○ 5 (5)
- ○ 6 (6)
- ○ 7 (7)
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- ○ 25 (25)
- ○ 26 (26)
- ○ 27 (27)
- ○ 28 (28)
- ○ 29 (29)
- ○ 30 (30)
- ○ more than 30 (31)

Q5 How many years have you worked at an ESL school?

- ❍ 1 (1)
- ❍ 2 (2)
- ❍ 3 (3)
- ❍ 4 (4)
- ❍ 5 (5)
- ❍ 6 (6)
- ❍ 7 (7)
- ❍ 8 (8)
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- ❍ 17 (17)
- ❍ 18 (18)
- ❍ 19 (19)
- ❍ 20 (20)
- ❍ 21 (21)
- ❍ 22 (22)
- ❍ 23 (23)
- ❍ 24 (24)
- ❍ 25 (25)
- ❍ 26 (26)
- ❍ 27 (27)
- ❍ 28 (28)
- ❍ 29 (29)
- ❍ 30 (30)
- ❍ more than 30 (31)

Q6 How many total years have you been in education? (as a counselor, teacher, administrator, etc.)

○ 1 (1)
○ 2 (2)
○ 3 (3)
○ 4 (4)
○ 5 (5)
○ 6 (6)
○ 7 (7)
○ 8 (8)
○ 9 (9)
○ 10 (10)
○ 11 (11)
○ 12 (12)
○ 13 (13)
○ 14 (14)
○ 15 (15)
○ 16 (16)
○ 17 (17)
○ 18 (18)
○ 19 (19)
○ 20 (20)
○ 21 (21)
○ 22 (22)
○ 23 (23)
○ 24 (24)
○ 25 (25)
○ 26 (26)
○ 27 (27)
○ 28 (28)
○ 29 (29)
○ 30 (30)
○ more than 30 (31)

Q7 Do you provide input into the design of your school's master schedule?
○ Yes (1)
○ No (2)

Q8 Which of the following factors are considered when assigning LEP students to their course schedules? Please check all that apply.
- ❑ randomly assigned (1)
- ❑ co-teaching support (2)
- ❑ classes with BAIs (3)
- ❑ teacher personal attributes (4)
- ❑ teacher years of experience (5)
- ❑ teacher test scores (6)
- ❑ teacher knowledge of LEP programming and curriculum (7)
- ❑ teacher knowledge of language acquisition strategies (8)
- ❑ student requests (9)
- ❑ parent requests (10)

Q9 Approximately what percent of LEP students are placed in advanced or honors courses?
- ❍ 0-20% (1)
- ❍ 21-40% (2)
- ❍ 41-60% (3)
- ❍ 61-80% (4)
- ❍ 81-100% (5)

Q10 Do you refer LEP students for additional academic support beyond the normal school day? (e.g., before or after school)
- ❍ Yes (1)
- ❍ No (2)

Q11 Do you provide services or resources to parents of LEP students to support them academically?
- ❍ Yes (1)
- ❍ No (2)

Answer If Do you provide services or resources to parents of ELL students to support them academically? Yes Is Selected
Q12 If your school does provide services or resources to parents of LEP students to support them academically, please briefly explain:

Q13 Does your school provide non-academic support to LEP students?
- ❍ Yes (1)
- ❍ No (2)

Answer If Does your school provide non-academic support to ELL students? Yes Is Selected
Q14 If your school does provide non-academic support to LEP students, please briefly explain:

Q15 Does your school provide non-academic support to parents of LEP students?
- ○ Yes (1)
- ○ No (2)

Q16 If your school provide non-academic support to parents of LEP students, please briefly explain:

Q17 How often, on average, do you meet with LEP students individually?
- ○ 1-2 times a week (1)
- ○ 1-2 times a month (2)
- ○ 1-2 times a semester (3)
- ○ 1-2 times a year (4)

Q18 How would you characterize most of your individual interactions with LEP students?
- ○ emotional support (1)
- ○ academic support (2)
- ○ scheduling/course issues (3)
- ○ discipline issues (4)

Appendix C

District Personnel Interview Protocol

Background Information
1. Can you tell me a bit about your background?
2. How do you view your role as a district leader in supporting the academic achievement of LEP students?

LEP students
3. How would you describe the LEP students in your district? (General make up, languages spoken, when students arrive)
4. From your perspective how would you briefly describe your district's work with LEP and ESL students, including strengths, challenges, and priorities?
5. Can you talk briefly about the changes that have occur in the EL population and how the district has adjusted accordingly?
6. What is your understanding of why LEP students consistently underperform in schools each year? Are there unique challenges or needs that LEP students face in this district or at specific schools?
7. Generally speaking, what do you think these students need to improve performance?

District priorities
8. In this district, are there any goals or priorities specific to ELL students? If so what are they?
9. What activities or strategies, if any, are in place district-wide to specifically address LEP students? What is the rationale behind these strategies?
10. How are these strategies and supports funded and resources allocated?
11. Are there currently district wide approach related to support services for LEP students? Are schools normed on these expectations across the district?
12. What is your goal of an ideal system of supports at the district level and school level for LEP students?
13. What are the current district and school level barriers that exist to establishing such a system?

Structures
14. What strategies or supports if any are working well for LEP students? Where are these taking place and how do you know they are working?
15. Are students tracked? How are LEP students assigned into classes?
16. How many LEP students are in higher/honors/AP courses? What is the process to move into the higher courses?

Schools and Staffing

17. To what extent do you feel the principals at ESL schools have the skills and knowledge needed to successfully lead schools with high concentrations of LEP students? What are their strengths? In what areas do they need to improve?
18. To what extent do you feel teachers at ESL schools have the skills and knowledge needed to successfully teach the ELL students in this district? What are their strengths? In what areas do they need to improve?
19. In your district, how do you ensure that LEP students are taught by teachers who are knowledgeable about both content and LEP instruction?
20. Please tell us about the use of co-teaching as a strategy for supporting LEP students? How is it implemented? Monitored? Supported?
21. Please tell us about the use of BAIs in supporting LEP students in the classroom? How are these individuals recruited, placed, and developed?

Professional Development and Support
22. Generally, what are the main types of professional development available for teachers of LEP students in your district? Is any professional development specifically focused on issues related to LEP students? What are the main goals of these professional development opportunities?
23. What are the main types of professional development available for principals in your district? Is any professional development specifically focused on issues related to LEP students? What are the main goals of these professional development opportunities?
24. How do you know that your professional development is working?
25. As a district leader, where do you turn for assistance on LEP issues or to build your own professional knowledge in this area?
26. Please tell me about the types of support that principals receive for LEP students and their school staff who work with LEP students. If I were a principal of an LEP school what kinds of support (other than professional development) would I receive from the state and/or district to foster improvement for LEP students?

Additional Information
27. Is there anything I haven't asked you about the support services for LEP students that you'd like to comment on?

Interview Protocol Principal/Counselor

Background/Demographics
1. Can you tell me a bit about your background in schools? When and how did you come to be principal/counselor at this school?
2. Can you tell me a bit about the students at your school? How would you describe the LEP students in particular?
3. What do you see as the primary strengths that LEP students bring to your school? What do you see as the primary needs of your LEP students? Do these differ substantially among different groups of LEP students? How are those needs addressed?

Resources and Priorities
4. What challenges and constraints do you face in addressing the needs of LEP students at your school? And how do you address them?
5. What opportunities or advantages do you have in addressing the needs of LEP students at your school? (e.g., a particularly knowledgeable staff, active parents, community-based organization, etc.)
6. At your school, are there any goals or priorities specific to LEP students? If so, what are they? How are they generated?
7. What are the main instructional programs and supports in place for the LEP students at your school? Please describe any specialized classes, programs and/or instructional supports available for LEP students. (This could include bilingual program, ESL classes, sheltered content classes, newcomer classes, individual tutors, bilingual aides, etc)
8. How do you determine which students receive which services?
9. How do you obtain and allocate resources to specifically to support LEP students?

Structures
10. What strategies or supports if any are working well for LEP students? Where are these taking place and how do you know they are working?
11. Are students tracked? How are LEP students assigned into classes?
12. How many LEP students are in higher/honors/AP courses? What is the process to move into the higher courses?

Schools and Staffing
28. To what extent do you feel the principals at ESL schools have the skills and knowledge needed to successfully lead schools with high concentrations of LEP students? What are their strengths? In what areas do they need to improve?

Teaching and Practice
29. How is content made accessible for LEP students?
30. What specific strategies does the school employ to help in the language acquisition of students?

31. In what ways are the parents of ELL students involved in their child(ren)'s education? Are there any programs or supports in place at your school that benefit parents of LEP students?
32. How would you describe the teachers' capacity to meet the needs of LEP students at this school? In what areas are they strong? And in what areas do they need to improve?
33. What are the main professional learning activities for teachers? And how are they intended to help teachers to improve their work with LEP students?
34. How do you utilize BAIs to support LEP students? How would you describe their capacity? In what areas are they strong? And in what areas do they need to improve?
35. Is professional development offered to BAIs? If so, what kind and how often?
36. Can you please describe co-teaching in your school as a strategy for supporting LEP students? How is it implemented, monitored, and supported?
37. What are the strengths and challenges of co-teaching in your school?
38. Are there other strategies proven to be successful in support LEP students?
39. As a school leader, to what extent do you feel prepared to address the needs of LEP students at your school? Where do you turn for assistance on LEP issues?
40. Taking into account everything we've discussed, what are your thoughts on the progress of LEP students at your school? What do you think would be needed to ensure greater progress for these students?

Teacher Interview Protocol

1. Tell me a little about your background, including how long you've been a teacher and what your role(s) has been in this school? Please specify your role in teaching LEP students.
2. Tell me a little about the students at your school. How would you describe the LEP students in your school in particular?
3. What are the main instructional programs and supports in place for LEP students at your school? Please describe any specialized classes, programs and/or instructional supports available for LEP students.
4. How do you address the needs of LEP students? What strategies and resources are within your school or district to help you meet the needs of your LEP students?
5. Are there any district-wide programs or supports targeted for parents of LEP students? Please describe.
6. What challenges if any do you face with regard to improving academic outcomes of your LEP students?

Instructional practices
7. How do you go about deciding what you'll teach and how you'll teach it? Is there a specific approach you are expected to use for serving LEP students?
8. What specific strategies do you employ in your classroom to support LEP students?
9. In a typical classroom, what percentage of time do students interact with each other, interact with you, or work alone? Can you walk me through what that looks like?
10. On a typical day, can you walk me through all experiences students may have in your classroom to help them understand content?

Broad expectations/goals/leadership
11. Is there a clear set of goals for your school as a whole? If so, what are they? Are there any goals specific to ELLs? If so what are they?
12. Who are the key leaders for instruction in this school, and to what extent do you think they are effective in advocating for and supporting your work with LEP students?
13. How are teachers at this school assigned to work the LEP students? Do you feel prepared to teach the classes you've been assigned?
14. What are the main professional learning activities available to teachers? In what ways are those professional learning activities helpful to you (or not) for meeting your specific needs regarding your LEP students?

Instructional support/co-teach
15. What support have you received in the effective implementation of the co-teaching model?
16. If you participate in a co-teaching partnership please describe the strengths and challenges of your current process?

17. How do you and the other adult in your classroom work to plan and deliver instruction to support LEP students in the classroom?
18. Please describe your experience in working with BAIs if applicable?

Follow-up/closure
19. What would you say are the strengths of your school? In what ways could it be improved?
20. Taking into account everything we've discussed, what are your thoughts on the progress of LEP students at your school? What do you think would be needed to ensure greater progress for these students?
21. Is there anything I haven't asked you about your school and/or your LEP practices that you'd like to comment on?

Interview Protocol for Bilingual Associate Instructors

1. Please tell me a little about your background and your role in supporting the work at this school?
2. Why did you decide to become a BAI?
3. What kind of training have you received for your current role?
4. Please describe a typical work week at the school. Who do you work with, and what are your specific responsibilities?
5. How are these responsibilities assigned?
6. Does your school have goals specific to LEP students?   If so what are they? In what ways does your work with the school support those goals?
7. What ongoing support or guidance have you received in working with the school?
8. How do you and the teachers work together to either plan, deliver instruction, or assess LEP students?
9. As a BAI to what extent do you feel prepared to address the needs of LEP students at your school? Where do you turn for assistance on LEP issues?
10. Are there specific challenges unique to your position?
11. Taking into account everything we've discussed, what are your thoughts on the progress of LEP students at your school? What do you think would be needed to ensure greater progress for these students?
12. Are there any district-wide programs or supports targeted for parents of LEP students? Please describe.
13. Are there any particular strategies that ESL schools use to encourage the involvement of parent of ELL students?
14. Is there anything I haven't asked you about your school and/or your LEP practices that you'd like to comment on?

Appendix D

JCPS Classroom Observation Form
* Required

1. **Olmsted South** *
   Check all that apply.

   ☐ Olmstead North

   ☐ Olmstead South

   ☐ Thomas Jefferson

   ☐ Westport

   ☐ Western

2. **Grade Level**
   Mark only one oval.

   ⬭ 6th

   ⬭ 7th

   ⬭ 8th

   ⬭ Mixed Level

3. **Subject and Structure** *
   Check all that apply.

   ☐ English

   ☐ Mathematics

   ☐ Social Studies

   ☐ Science

   ☐ English as a Second Language

4. **Classroom Descriptor**
   Check all that apply.

   ☐ BAI supported

   ☐ Co-Taught

   ☐ ESL

   ☐ General Education

   ☐ Honors

   ☐ Inclusion

   ☐ Regular

5. **Number of Students** *
Mark only one oval.

- ⬭ 1
- ⬭ 2
- ⬭ 3
- ⬭ 4
- ⬭ 5
- ⬭ 6
- ⬭ 7
- ⬭ 8
- ⬭ 9
- ⬭ 10
- ⬭ 11
- ⬭ 12
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- ⬭ 28
- ⬭ 29
- ⬭ 30
- ⬭ 31
- ⬭ 32
- ⬭ 33
- ⬭ 34
- ⬭ 35

○ 36
○ 37
○ 38
○ 39
○ 40
○ 41
○ 42
○ 43
○ 44
○ 45

6. **Physical Learning Supports** *

Does the classroom have observable learning supports for LEP students(e.g., pictures or images of concrete or abstract concepts, large printed signs/posters)?
Mark only one oval.

○ None visible supports visible

○ Some visible supports visible

○ Many visual supports visible

7. **Physical Learning Supports**

Provide a brief description of the PLS in the classroom

----

8. **Physical Visual Prompts** *

Does the teacher/BAI use physical visual prompts to support student understanding (e.g., finger on lips to indicate silence)?
Mark only one oval.

○ None physical visual prompts

○ Some physical visual prompts

○ Many physical visual prompts

9. **Physical Visual Prompts**

   Provide a brief description of the PVPs in the classroom

10. **Range of Delivery Methods**

    Is the lesson delivery teacher centered (e.g, lecturing) or student centered (e.g., exploration, inquiry and constructing)?
    Mark only one oval.

    - ( ) Completely Teacher Centered
    - ( ) Mainly Teacher Centered
    - ( ) Mainly Student Centered
    - ( ) Completely Student Centered

11. **Range of Delivery Methods**

    Describe the range of delivery methods

12. **Oral Language Expectation** *

    Does the teacher hold all students accountable for verbal engagement?
    Mark only one oval.

    - ( ) No/Low accountability for verbal engagement for all students
    - ( ) Medium accountability for verbal engagement for all students
    - ( ) High accountability for verbal engagement for all students

13. **Oral Language Expectation**

    Describe the OLE

14. **Language Acquisition and Linguistic Behaviors**

Does the teacher correct linguistic errors?
Mark only one oval.

◯ No correction of linguistic errors

◯ Some correction of linguistic errors

◯ Frequent correction of linguistic errors

◯ Linguistic errors not observed

15. **Language Acquisition and Linguistic Behaviors**

Describe the Language Acquisition and Linguistic Behaviors

----

16. **Formative Assessment**

Does the teacher check for student understanding (content or instruction)
Mark only one oval.

◯ No formative assessment checks

◯ Some formative assessment checks

◯ Frequent formative assessment checks

17. **Formative Assessment**

Describe the formative assessment

----

18. **Visual Supports** *

Does the teacher provide visual aides to support learning of content (e.g., graphic organizers, handouts, powerpoint presentation)
Mark only one oval.

◯ No visual aides provided

◯ Some visual aides provided

◯ Frequent visual aides provided

19. **Visual Supports** *

Describe the visual instructional aids

----

20. **Written Language Use**

Does the teacher expect students to write for a better understanding of content?
Mark only one oval.

( ) No/low written language expectations

( ) Medium expectations for written langauge

( ) High expectations of written langauge

21. **Written Language**

Describe written language expectations

----

22. **Use of Home/First Language**

How is home/first language integrated into the classroom, if at all?

----

23. **Classroom Activity Description**

Opener/Bellringer

----

24. **Classroom Activity Description**
Direct Instruction

----

25. **Classroom Activity Description**
Collaborative Work

----

26. **Classroom Activity Description**
Independent Work

----

27. **Classroom Activity Description**
Closure

----

28. **Classroom Activity Description**

Homework

29. **Strategies**

What instructional strategies, if any, does the teacher use during the lesson?

30. **Questioning**

What questions are posed to students during instruction

31. **Primary Teacher Roles During Instruction**

Describe the role of the primary teacher during instruction

32. **BAI Roles During Instruction**
Describe the role of the BAI during instruction

33. **ESL Roles During Instruction**
Describe the role of the ESL instructor during instruction

34. **ECE Roles During Instruction**
Describe the role of the ECE instructor during instruction

35. **General Classroom Observations**
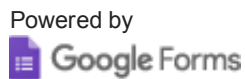
36. **Teacher Name**

JOB TITLE	DIVISION	REPORTS TO
BILINGUAL ASSOCIATE INSTRUCTOR I I I[1]	DISTRICTWIDE INSTRUCTIONAL PROGRAMS	PRINCIPAL

SALARY SCHEDULE & GRADE	LENGTH OF WORK YEAR	DATE
IA, GRADE 8	187 DAYS	JULY 12, 2004

SCOPE OF RESPONSIBILITIES

Assists teachers in fulfilling the goals of the second language program by providing the appropriate language instruction to the students assigned to such classes. Assists in the implementation of education programs by providing comprehensive assessments, evaluations, and instruction.

PERFORMANCE RESPONSIBILITIES
1. Provides appropriate language instruction to students under the supervision of the certified classroom teacher.
2. Assists teachers, parents and local school personnel in fulfilling instructional goals of the second language program.
3. Assists teachers in communications with parents of students assigned to the second language classes.
4. Assists teachers in maintaining and reporting student progress.
5. Provides instruction, counseling, appropriate learning material and experiences for the participants and provides continuous evaluation of students' progress and achievement.
6. Plans and implements parent and child interactions and activities.
7. Maintains accurate records on the program and provides data to appropriate personnel.
8. Plans regularly with staff and participates in appropriate school meetings and activities.
9. Complies with policies, rules and regulations of the School District and of any state and/or federal regulatory agency where appropriate.
10. Performs other duties as assigned by the Principal.

PHYSICAL DEMANDS

The work is performed while standing or walking. It requires the ability to communicate effectively using speech, vision and hearing. The work requires the use of hands for simple grasping and fine manipulations. The work at times requires bending, squatting, crawling, climbing, reaching, with the ability to lift, carry, push or pull light weights.

MINIMUM QUALIFICATIONS
1. Bachelor's Degree
2. Three years successful experience
3. Demonstrated proficiency in two (2) languages, English and the appropriate language
4. Experience in working with children and parents with special needs, multi-cultural and multi-ethnic backgrounds
5. Knowledge of or receptive to philosophy, policy and methodology of the U.S. educational system

DESIRABLE QUALIFICATIONS
1. Master's degree
2. Experience in teaching multi-age group

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[1] This position is categorically funded and re-employment is subject to periodic review based on availability of funds and continued need for the project.

Guidelines for English as a Second Language (ESL) Bilingual Associate Instructors (BAIs)

Bilingual Associate Instructors play an important role in supporting ESL students and teachers as they assist teachers in fulfilling the goals of the English as a Second Language program including working with teachers and ESL students in content area classrooms, assisting teachers with communications with parents of ESL students, and assisting school personnel in fulfilling the instructional goals of the ESL program under the supervision of the certified classroom teacher.

General

It is recommended that BAIs keep a notebook to document the work being done and the ESL students being supported. Include in your notebook your schedule, your phone log, your translation record, and any additional support materials you might need.

Scheduling

The Bilingual Associate Instructor work day is 7 hours and 20 minutes, including a 20-minute lunch and one10-minute breaks each day.

This schedule permits roughly 30 minutes each day (before or after the student day) that is a good time to work on – but is not limited to – the following tasks:

- Enter documentation in a notebook regarding student assistance, matters that require follow-up, special events, student behavior, student needs, etc.
- Translate vocabulary lists for teachers/students
- Translate notes for teachers/students/parents/administrators
- Prepare for the next day by reading material/textbooks/assigned tasks
- Prepare instructional materials such as flashcards and graphic organizers, which will assist the students in learning or understanding the content better
- Discuss student needs/progress with ESL and content area teachers
- Discuss with ESL and content area teachers, how you can better assist the ESL students in their classroom; for example, ask for copies of notes, handouts, overhead transparencies, and key vocabulary for upcoming lessons
- Make phone calls to parents

BAIs work with the ESL teacher(s) and school administrator to develop a schedule to support ESL students. Factors ESL teachers and administrators consider when planning BAI schedules include:

- Classes in which ESL students struggle the most (ESL newcomers and student with lower ACCESS scores)
- Classes with the highest concentrations of English Language Learners

- In middle and high schools the schedule should:

Guidelines for English as a Second Language (ESL) Bilingual Associate Instructors (BAIs)

- o Limit the number of classes visited during a class period or block to maximize support for students and understanding of content and teacher expectations
  - o Prioritize non-ESL classes for support

- The schedule should include time, room #, period, and the names of the students with whom you are working.
  - o Be advised that you should be willing to help any ESL student present in a class, not just those who speak your language(s). Even with students who share your language, it is often effective practice to use both English and the student's native language while reviewing concepts.
- The ESL teacher will share with you initial information on students' ACCESS scores and other background you need to support the student.
- **It is very important to maintain a consistent schedule**. Any changes in your schedule should be made only by the ESL teacher or school administrator.
- If the teacher you are scheduled to work with is absent, your schedule should remain the same.
- If the student/students are not available on a particular day, ask your ESL teacher which students you should work with during that time.
- Once the schedule is set, this **schedule is provided to all affected teachers, principal, assistant principal(s), and front office.**

Front Office

In the front office the BAI may be asked to assist with the enrollment/orientation of an ESL student, introduce the student to his/her teachers. They may show the student the school, including the cafeteria, the school office(s), restroom facilities, the Family Resource Youth Service Center (FRYSC), the gym, and demonstrate how to use a locker.

In the Classroom

Once your schedule is established, introduce yourself to the classroom teacher and identify which ESL student(s) you have been assigned to assist.

Encourage students to take notes, pay attention, ask questions during the lesson and try things on their own. Limit the use of co-translation during classroom instruction.

Review the main points of the lesson with the students to assist them to fill in the gaps of information that they may have missed.

Ask the students to explain or summarize the lesson. Students need to demonstrate knowledge and learning. Avoid simply asking, "Did you understand?"

Guidelines for English as a Second Language (ESL) Bilingual Associate Instructors (BAIs)

Many teachers will give their students some class time for independent work. Use this time to work with the ESL student(s). If teachers do not allow time for independent work, talk with the teacher to see when would be a good time to assist students.

Assist the ESL student(s) with organizational skills, such as keeping class notebooks/binders, taking notes, recording homework assignments, completing graphic organizers, etc.

Preparation

Collaborate with the teacher to identify key vocabulary and concepts needed for a lesson and to establish before or after activities to reinforce learning with students.

Ask the teachers to provide you with the same student book the students are working in, so that you can follow along and/or read ahead.

Ask the teachers to make the teacher's edition available to you, so that you can better understand the task and the correct answers.

Use of Native Language

If you are working with more than one student in a classroom, be sure they are on task. Native language conversation should pertain to the subject matter. If there is a problem, enlist the teacher to be the primary disciplinarian.

When deciding whether to use the native language (L1) or English with a student, it is helpful to consider the following:

- What is the student's level of English proficiency?
- What will best move the student forward in English proficiency and academic content knowledge?
- What is the student's understanding of the content (in English and L1)?
- What is the context of the communication? Is your focus academic content, the mechanics of the classroom, or the student's social/emotional needs?

Communicating with Families

If there is a request from a teacher or an administrator for a home contact, please document this in a phone log/notebook. Make sure you document the date and time of the parent contact and inform the requesting teacher and/or administrator of the parent response in writing (e-mail).

Guidelines for English as a Second Language (ESL) Bilingual Associate Instructors (BAIs)

Whenever possible, home contacts requested by a teacher or administrator should be made during your scheduled work day and at a designated time that minimizes time away from instruction.

Extra service pay will be granted for calls outside your scheduled work day, when:
- requested by a teacher or administrator
- documented on an ESL Extra Service Phone log, Interpreter Request Form (approved prior to completion of work whenever possible), and an Individual Extra Service Time Reporting Sheet

Communicating with Teachers

Student Needs and Progress

When students are doing small group work in a classroom, be sure ESL students are active participants. Collaborate with the teacher to provide opportunities for students to participate in a variety of groupings. If the group work requires each member to have different roles, help make sure ESL students get a turn to experience each role.

When appropriate, help the teacher establish English-speaking partners for ESL students.

Work with the teacher to provide instructional accommodations on tests for students in accordance with the PSP. Be careful about not supplying the answers for them. You can simplify (paraphrase) the instructions in English or provide oral native language support, in accordance with the PSP.

Communicate regularly with teachers about students you are working with.

JOB TITLE	DIVISION	REPORTS TO
ENGLISH AS A SECOND LANGUAGE TEACHER	DISTRICTWIDE INSTRUCTIONAL PROGRAMS	PRINCIPAL OR ASSOCIATE PRINCIPAL

SALARY SCHEDULE & GRADE	LENGTH OF WORK YEAR	DATE
I I I	187 DAYS	JULY 12, 2004

SCOPE OF RESPONSIBILITIES

Plans, organizes and delivers the program of instruction based on approved curriculum; monitors, evaluates, and communicates student progress; maintains records and makes reports; enforces Board policies, regulations, and rules; supervises students, and secures and maintains school property and materials.

PERFORMANCE RESPONSIBILITIES

1. Meets and instructs assigned classes in the locations and the times designated.
2. Creates and maintains a classroom environment, within the limits of the resources provided by the district, that is conducive to learning and appropriate to the maturity and interests of students.
3. Guides the learning process toward the achievement of curriculum goals and to communicate these objectives to students.
4. Employs instructional methods and materials that are appropriate for meeting stated objectives, prepares for classes, and maintains written evidence of preparation.
5. Assists the administration in implementing Board policies, administrative regulations and school rules governing student life and conduct, develops reasonable rules of classroom behavior and procedure, and maintains order in the classroom in a fair and just manner.
6. Assesses the accomplishments of students on a regular basis and provides progress reports and counseling to parents as required concerning academic and behavioral progress of all assigned students.
7. Takes necessary and reasonable precautions to protect students, equipment, materials and facilities.
8. Maintains accurate, complete and correct records as required by law, district policy, and administrative regulation.
9. Continues personal professional growth and upgrading of skills appropriate to teaching assignments.
10. Attends staff meetings and serves on staff committees.
11. Accepts a share of responsibility for extracurricular activities.
12. Duties may include performance of health services, for which training will be provided.
13. Performs other duties as assigned by the Principal or School Center Head.

PHYSICAL DEMANDS

The work is performed while standing or walking. It requires the ability to communicate effectively using speech, vision and hearing. The work requires the use of hands for simple grasping and fine manipulations. The work at times requires bending, squatting, crawling, climbing, reaching, with the ability to lift, carry, push or pull light weights.

MINIMUM QUALIFICATIONS

1. Kentucky certification, experience, and preparation as required by the Board
2. Foreign Language teaching certification or courses in methodology of teaching English as a Second Language

DESIRABLE QUALIFICATIONS

1. A bilingual/bicultural experience
2. Previous work experience with students of limited English proficiency

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Annotations from the Capstone team:
This is an example of no/low writing expectations.
The writing is not complex; essentially, students are asked to execute the basic conventions of grammar to isolated sentences. This was the primary workload in an ESL class.

Name:_____

Capitalization

Capitalize:
- the first word in a sentence.
- names of people, places, products, clubs, and organizations.
- main words in the titles of books, stories, poems, and songs.
- days of the week, months of the year, and holidays.

Rewrite the sentences below using correct capitalization.

1. the city of sacramento is the capital of california.

2. jennifer and peter will travel to russia to work in an orphanage.

3. the jackson elementary school band will perform "yankee doodle."

4. my friend sally and i are reading the novel, *the phantom tollbooth.*

5. the train will stop in atlanta, montgomery, and jacksonville.

6. nicole likes pepsi, but veronica and brandon prefer coke.

7. the faces of four presidents are carved on mt. rushmore.

8. are you going to go to celeste's party on saturday?

9. the new school year will begin in august or september.

10. the american women's league meeting will be held on tuesday.

11. we celebrate valentine's day in february, not in october.

12. sarah planned a christmas party at lakeshore park this december.

Constitutional Law Exam

Obtain the envelope with the Constitutional Exam Cards for the section you are working on.
In the corresponding space below, answer the question on each card in a complete sentence
Also record the article and section number from the Constitution where the answer can
be found.

Legislative Branch (Section 3)

1.

Annotations from the Capstone Team:
This is an example of a medium written langage expectation.
2.
Students are asked to generate writing from a social studies
textbook, mainly synthesizing infomation. The teacher
reinforced that the writing should follow the conventions of
3.
standard English.
This was observed in a regular social studies class with LEP
4.
students and a BAI.

Executive Branch (Section 4)

5.

6.

7.

8.

Judicial Branch (Section 5)

9.

10.

11.

12.

Checks and Balances (Section 6)

13.

14.

15.

16.

Amendment Process (Section 7)

17.

18.

19.

20.

Federal System (Section 8)

21.

22.

23.

24.

Annotations from the Capstone Team: The questions are direct and explicit. Students located information directly from the text with little analysis or evaluation

Constitutional Exam Cards

Set 1 Legislative Branch (Section 3)

Legislative Branch

1 What is the length of a term of office for members of the U.S. House of Representatives?

Legislative Branch

2 How old must a person be to be elected to the U.S. House of Representatives? To the Senate?

Legislative Branch

3 Who has the power to propose a law to raise revenue (a tax law)?

Legislative Branch

4 Who has the power to declare war?

Set 2 Executive Branch (Section 4)

Executive Branch

5 What is the length of a term of office for the president of the United States?

Executive Branch

6 Who has the power to nominate ambassadors, Supreme Court justices, and other U.S. officials?

Executive Branch

7 Who is the commander in chief of the U.S. military forces?

Executive Branch

8 What are the citizenship requirements to run for president?

Set 3 Judicial Branch (Section 5)

Judicial Branch

9 For how long can a Supreme Court justice serve?

Judicial Branch

10 When a crime is committed in a particular state, where is the trial held?

Judicial Branch

11 Does a state or a federal court try cases dealing with disputes between states?

Judicial Branch

12 An ambassador is the highest-ranking U.S. official who represents the United States in a foreign country. Which court hears cases dealing with ambassadors?

Set 4 Check and Balances (Section 6)

Checks and Balances 13 What can Congress do if the president vetoes a bill?	**Checks and Balances** 14 Who must approve the president's appointments for ambassadors, Supreme Court justices, and other U.S. officials?
Checks and Balances 15 Who must approve a treaty made with a foreign country?	**Checks and Balances** 16 Which branch has the power to decide whether laws are constitutional?

Set 5 Amendment Process (Section 7)

Amendment Process 17 Who has the power to propose amendments to the Constitution?	**Amendment Process** 18 Who approves amendments to the Constitution?
Amendment Process 19 Which amendment sets the term limit for the presidency?	**Amendment Process** 20 Which amendment gives 18-year-olds the right to vote?

Set 6 Federal System (Section 8)

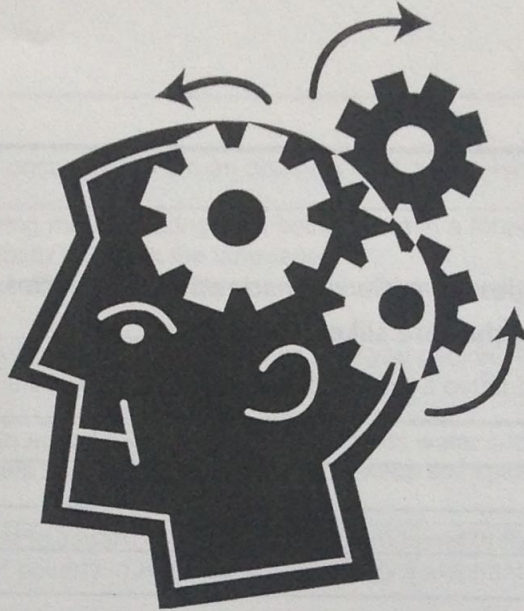|	
Federal System 21 What is the supreme law of the land?	**Federal System** 22 What does the full faith and credit clause do?
Federal System 23 Who has the power to regulate interstate commerce?	**Federal System** 24 Who has the power to print and coin money?

Informational Essay: Compare and Contrast

8th Grade Language Arts

Name:_____

PENCIL ONLY

DUE DECEMBER 10TH, 2015

Step 1: Compare and Contrast Essay Outline

Annotatons from the Capstone Team:
Prior to writing, students would have had to conduct research on the topic. Students are asked to compare and contrast. This is reflective of critical thought about similarties and differences. Students generate their own thesis statement based off of their research.

Introduction:

Compare and contrast two technologies, inventions, or scientific discoveries. Give background information on both and explain how they are alike and different.

Thesis Statement:_____
_____
_____
_____
_____

Body Paragraph 1: History of the Products and Relevant Background Information

- Tie body paragraph 1 back to your thesis statement

          Annotation: Students connect their thesis to their body paragraphs, a
Topic Sentence:_____complex task._____
_____
_____

Body Paragraph 2: Similarities

- Tie body paragraph 2 back to your thesis statement

Topic Sentence:_____
_____
_____

Body Paragraph 3: Differences

- Tie body paragraph 3 back to your thesis statement

Topic Sentence:_____
_____
_____

Step 2: Introductory Paragraph

Today you will write the introduction to your essay. You will need to "hook" the audience, provide background information on your topic, state your thesis, and write a transition to the first body paragraph.

A. The "Hook"

Type of Hook	Examples
Quotation	- General Patton once said, "If a man does his best, what else is there?"
Anecdote: a brief story related to the topic	- There was nothing more isolating than being alone in a foreign country, with no cell phone, no money, and no ability to speak the language. - It was Christmas of 1995 when my parents taught me a valuable lesson: always expect the unexpected.
Rhetorical question	- Have you ever wondered what you would do if you couldn't fail? - What's the one thing you can do to make the world a better place?
Interesting fact	- China is going to spend $850 billion to clean up its water supply over the next decade. - Ancient Egyptians used heavy eye makeup to keep evil spirits at bay and to protect their eyes from infection.
Simile or metaphor	- When I first went to Japan, it was like a baby bird trying to fly for the first time. - The high rate of poverty in America is the country's elephant in the room.

⇒ Write TWO different "hooks" to your essay. How will you capture your reader's attention in an interesting way?

Annotation: Two different hooks allow for writing exploration for the best introduction for the audience and purpose of writing.

Hook 1:_____

_____

_____

Hook 2:_____

_____

_____

⇒ Now turn to a neighbor and read your TWO hooks. Which one did a better job in capturing his attention? Circle: Hook 1   Hook 2

Annotation: Though not explicitly tied to written language, this directive highlights an expectaion for speaking, listening, and evaluation--critical for LEP students.

B. Background Information

⇒ Using details from your research, create *context*, or background of information, for your reader. Give them some idea of why your topic is important.

Detail 1:_____

_____

_____

_____

Detail 2:_____
_____
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_____

C. Introduction

⟹ Now combine your hook, background information, and your thesis statement to create your introduction. *Your thesis statement should be the last sentence.*

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Body Paragraph 1: History of the Product and Relevant Background Info.

Topic Sentence:_____
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Supporting Evidence :_____
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Transition to Body 2:_____
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Body Paragraph 2: Similarities

Topic Sentence:_____
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Supporting Evidence:_____
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Transition to Body 3:_____
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Step 4: Writing Your Conclusion

Today you will write the conclusion to your essay. In the conclusion, you should: restate your thesis, provide a short summary of the body paragraphs and how each connects to and supports the thesis, and signal for the end of essay by connecting your paper to the something bigger.

Restated thesis:_____
_____
_____
_____

Summarize the most important information:_____
_____
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What is the future for these products? How will they continue to be an important part of our lives?:
_____
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Concluding Sentence:_____
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Body Paragraph 3: Differences

Topic Sentence:_____
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Supporting Evidence:_____
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Transition to Conclusion:_____
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Step 5: Editing

A. Self-Editing Check List

⇨ Reread your body paragraphs for the following criteria. Check the box once you've evaluated each paragraph and can answer "YES" to questions below.

Do you have a clear thesis statement in the introduction?	
Does each body paragraph have topic sentence that is tied to the thesis statement?	
Have you cited the evidence in your body paragraphs?	
Do you provide reasoning to explain the evidence to your reader?	
Does your conclusion tie back to the thesis statement and summarize the essay?	
Are you using a writing voice that sounds professional, not how you would talk to a friend—no slang, or abbreviations?	

B. Peer Editing Check List

⇨ Switch papers with a neighbor. Check the box for "YES." If "NO," write a brief explanation to help your classmate improve the essay.

Does the writer use a "hook" and provide background information on the topic?	
Does the writer have a clear thesis statement in the introduction?	
Does each body paragraph have topic sentence that is tied to the thesis statement?	
Is the evidence in the body paragraphs convincing and related to the claim sentence?	
Does the conclusion restate the thesis and summarize the body paragraphs?	
Are all sentences complete—no run-ons or fragments? Do you understand the author's meaning?	
Does the writing voice sound professional, not how you would talk to a friend—no slang, or abbreviations?	

Workbook and Essay Rubric

Criteria	Novice	Apprentice	Proficient	Distinguished
Thesis and Claims **200 Points**	Thesis is missing critical components (topic, position, details for body claims), leading to ineffective organization of the essay. Most body claims are not related to the thesis statement. Most body claims are missing an identifiable topic, position, and detail/s that tie to the thesis statement.	Thesis has components (topic, position, details for body claims), but is ineffective due to a lack of clarity which inhibits the organization of the essay. Some body claims are related to thesis statement Some body claims have an identified topic, position, and detail/s developed within the paragraphs	Thesis is clearly stated with an identifiable topic, position, and details that represent the body claims. Body claims directly correspond to the details of the thesis statement. Body claims have a clearly identified topic, position, and detail/s developed in the paragraph.	Thesis is clearly stated with an identifiable topic, position, and details that represent the body claims. Body claims directly correspond to the details of the thesis statement. Body claims have a clearly identified topic, position, and detail/s developed in the paragraph.
Evidence and Research **300 points**	Attempts to present information in response to the thesis, but lacks connections or relevance or purpose.	Presents information from sources relevant to the purpose of the thesis with minor lapses in accuracy or completeness.	Presents information from sources relevant to the thesis with accuracy and sufficient detail.	Accurately presents information relevant to all parts of the thesis with effective selection of sources and details from materials.
Development **100**	Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy.	Presents appropriate details to support the focus and controlling idea.	Presents appropriate and sufficient details to support the focus and controlling idea.	Presents thorough and detailed information to strongly support the focus and controlling idea.
Organization **100**	Attempts to organize ideas, but lacks control of structure.	Uses an appropriate organizational structure, with some lapses in coherence or awkward use of the organizational structure.	Maintains an appropriate organizational structure to address the needs of the essay.	Maintains an organizational structure that intentionally and effectively enhances the presentation of information.
Conventions **100**	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.	Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.	Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors.	Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience and purpose. Consistently cites sources using appropriate format.

Score:_____/800