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ABSTRACT

This report presents findings from an investigation of the perceptions, beliefs, and expectations of English-as-a-Second-Language (ESL) educators as they work toward including students with limited English proficiency (LEP) in Minnesota's High Standards. More and more states are implementing standards-based educational systems in which all students, including LEP students, are expected to participate. Standards implementation is a challenging process for all educators and particularly for those who work with linguistically and culturally diverse populations. This study is one of the first in Minnesota to look at emerging efforts towards standards-based reform for LEP students. It is found that ESL teachers are generally not implementing their content-based work toward specific high standards with their LEP students. This finding is compounded by the feeling of some teachers that high standards are not going to be appropriate for immigrant students arriving in Minnesota in their teens with little English ability and perhaps limited schooling. In general, ESL educators were having trouble preparing their LEP students for High Standards (with many under the impression that it is not the job of the ESL instructor to prepare them for these standards) and do not think them appropriate for these students in many cases. The survey instrument and the interview protocols are included in two appendices. (KFT)

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Initial Perceptions of English as a Second Language Educators on Including Students with Limited English Proficiency in Minnesota's High Standards

MINNESOTA DEPARTMENT OF

*Children,
Families &
Learning*

Pa 000 9174



STATE ASSESSMENT SERIES
Minnesota Report 33

Initial Perceptions of English as a Second Language Educators on Including Students with Limited English Proficiency in Minnesota's High Standards

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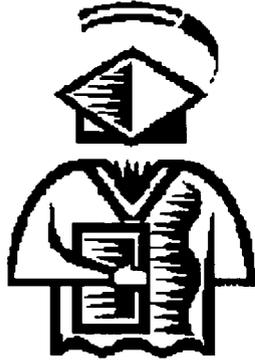
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The Minnesota Assessment Project is a four-year, federally funded effort awarded to the Minnesota Department of Children, Families and Learning from the U.S. Department of Education, Office of Educational Research and Improvement. The project's goal is to promote and evaluate the participation of students with limited English proficiency and students with disabilities in Minnesota's Graduation Standards. Specifically, the project will examine ways in which students with limited English and students with disabilities can participate in the Basic Standards Exams of reading, mathematics and written composition and in the performance-based assessments of the high standards in the Profile of Learning.

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Overview

This report presents findings from an investigation of the perceptions, beliefs, and expectations of English as a Second Language (ESL) educators as they work toward including students with limited English proficiency (LEP) in Minnesota's High Standards. More and more states are implementing standards-based educational systems in which all students, including LEP students, are expected to participate. Standards implementation is a challenging process for all educators and particularly for those who work with linguistically and culturally diverse student populations. This study is one of the first in Minnesota to look at emerging efforts toward standards-based reform for LEP students. It is part of the Minnesota Assessment Project, a four-year, federally funded effort to promote and evaluate the participation of students with limited English proficiency and students with disabilities in Minnesota's Graduation Standards.

Minnesota's Graduation Standards

As part of a major educational reform, Minnesota is changing from a teacher- and curriculum-centered educational system to one that is student-centered and standards-based. In the past, Minnesota, like many other states, awarded diplomas for credits earned by students based on hours of instruction and passing grades. Required subjects included language arts, social studies, mathematics, science, health, and physical education along with various electives. Postsecondary institutions, employers, parents, and the students themselves could not tell from a credit-based transcript what content had been mastered or how performance compared with that of students from other instructors, schools, or districts.

Over the years, many have realized that credit- or course-based graduation requirements alone rarely result in consistent opportunities to learn and demonstrate knowledge and skill. The lack of information about actual skills or knowledge required for a diploma has increased the call for standards-based graduation requirements nationwide.

Minnesota's graduation standards now require students to meet or exceed basic and high standards of achievement to receive a diploma. To meet Minnesota's Basic Standards, students must demonstrate competency in reading, writing, and mathematics. To meet Minnesota's High Standards, students must produce a record of work showing achievement in a number of the content standards which define what students need to know and be able to do. The High Standards, also known as the Profile of Learning, are organized into ten learning areas (see Table 1).

In kindergarten through eighth grade, the work of all public school students is shaped by a set of Preparatory High Standards, which focus on learning skills and concepts to prepare students to achieve the High School High Standards.

Table 1. High Standards Learning Areas

1. Read, Listen and View
2. Write and Speak
3. Arts and Literature
4. Mathematical Applications
5. Inquiry
6. Scientific Applications
7. People and Cultures
8. Decision Making
9. Resource Management
10. World Languages—*optional*

Student achievement of the High Standards is assessed by locally designed performance assessments, which often have been referred to as “performance packages” although this term is no longer used by the Minnesota Department of Children, Families and Learning (CFL). A performance assessment is made up of locally designed assignments that, taken together, show whether a student has learned and can apply the knowledge and skills outlined in the standard. These assignments ask students to apply their knowledge in real-world situations. Teachers assign a student a score of 4, 3, 2, 1 or 0 for each performance assessment the student completes. Teachers score performance assessments by comparing a student’s work with a description of the desired performance. Local school districts continue to determine course grades, grade point averages, and class rank.

Because of an initial timeline which would have required public high school students to pass the Basic Standards Test and, beginning with the class of 2002, to complete 24 of 48 possible standards from the ten learning areas, the Profile of Learning was the subject of substantial debate in the Minnesota Legislature as these requirements were about to take effect. Considerable media attention was focused on a number of bills that had been proposed to modify or abolish the Profile of Learning, and it is likely that the continuing political uncertainty had an impact on educators’ thoughts about the standards. (At the end of the 2000 legislative session, legislation was passed allowing districts to grant waivers from Profile requirements to students who entered ninth grade before the 2000-01 school year and to phase in the number of standards required of their students. In addition, one more High Standards learning area was added.)

LEP Students and High Standards

Minnesota’s High Standards state that graduation requirements for LEP students may be “modified in an individual graduation plan developed and annually reviewed by a team including school advisory staff designated by the district, teachers of the LEP student, parents or guardians

of the LEP student, and the LEP student” (Department of Children, Families and Learning Graduation Standards, 1999). Modifications include reducing the rigor of the standard, either by completing the specifications at an easier level or reducing the number of specifications, and include completion of a standard in the student’s native language except for standards in learning areas one and two (“read, listen, and view” and “write and speak”), which must be completed in the English language.

Related Research

Research on standards implementation has only recently commenced, and there is very little research on standards implementation with LEP students. The Northeast and Islands Regional Educational Laboratory at Brown University (LAB) is implementing a project on professional development for teaching using high standards in culturally diverse schools (Clair, Adger, Short, & Millen, 1998). In the initial phases, researchers documented professional development training, school visits, and interviewed teachers (general education, ESL and Bilingual Education) and administrators who were involved in standards implementation in a school district with approximately 25% Asian-American students and 20% Latin-American students. Preliminary findings from this project include three major factors affecting standards implementation:

- **Time.** Teachers need time to understand standards and how they are to implement them with LEP students. Teachers also need time to understand how their own attitudes toward language and culture may influence their teaching.
- **Relationships.** Teachers involved in the project reported that developing relationships among general education teachers, ESL teachers, and Bilingual Education teachers was crucial to buttressing standards implementation.
- **Policy.** Administrators need to integrate school- and district-level policies to provide an overall design for educational reform and to avoid fragmenting teachers’ time with many professional development projects.

Method

The purpose of this study was to understand the implementation of Minnesota’s High Standards for LEP students from the point of view of ESL and Bilingual Education professionals. A survey was developed to gather data from educators and administrators about (1) how Minnesota’s High Standards are being implemented for LEP students in ESL or Bilingual Education classes, (2) how LEP students are participating in High Standards in ESL or Bilingual Education classes, and (3) what factors influence the participation of LEP students in Minnesota’s High Standards.

All educators and administrators were individuals who work with LEP students. Survey response formats included closed response and open-ended response items (see Appendix A).

During the fall and winter of 1999-2000, a total of 57 surveys were sent to six school districts: one large, urban district and five suburban metropolitan districts. These districts were chosen because they have relatively large ESL/Bilingual Education programs. ESL coordinators were asked to distribute the surveys, which were to be returned to the National Center on Educational Outcomes (NCEO) for analysis after completion. In addition to the survey, educators were asked whether they would participate in an in-depth audiotaped interview. Five educators agreed to participate and were interviewed by one member of the research team. The interview questions (see Appendix B) were developed to add depth and detail to themes encountered during an initial analysis of the survey data.

Once surveys were returned, they were numbered and all quantitative responses were entered into a computer database for analysis. It should be noted that in this report, the percentage of responses reported is based on the actual number of responses to a particular question rather than on the total number of respondents, since not every individual answered every item. For example, respondents were instructed to answer survey questions 17 through 19 if they work with students in grades K-8, and to answer survey questions 20-22 if they work with students in grades 9-12. This pattern resulted in a smaller number of respondents for these sets of questions. In addition, a small number of respondents occasionally did not answer individual questions. While all of the respondents' answers for the open-ended survey questions were analyzed together (as described below), responses to some quantitative items were analyzed and compared based on:

- Grade level taught (elementary, middle, secondary, multiple levels).
- Years of ESL or Bilingual Education teaching experience (less than 1, 1-3, 4-7, more than 7).
- Years in current school district (less than 1, 1-3, 4-7, more than 7).

Analysis of the qualitative survey responses and the interview data was completed by one member of the research team who used an inductive qualitative research technique to develop a coding system. This approach has been described by Bogdan and Biklen (1992) and Patton (1990). The researcher reviewed all the data holistically (both transcripts of the interview audio tapes and responses to open-ended survey questions) and noted regularities, patterns, and themes. This inductive search for patterns was guided in large part by the way in which the findings were to be used, that is, to help accomplish the mission of ensuring that all students, to the greatest extent possible, participate in the Profile of Learning.

A system of coding categories based on the themes was developed and verified by another member of the research team; all of the participant responses were clustered under these categories. The examples provided in the results section to illustrate the coding categories were drawn from the complete set of participant responses, using verbatim quotes that clearly expressed the most significant outcomes of the surveys and interviews.

Results

The results of the survey and interviews are presented together in this section, grouped into several categories: *Demographics*, *Training and Knowledge about High Standards*, *Implementation of High Standards*, *Beliefs and Expectations*, and *Barriers to the Success of LEP Students*. First, results are presented across all respondents, then by the grade level taught and by years of teaching experience.

Overall Results

Demographics

A total of 22 surveys were completed and returned to NCEO, for a response rate of 38.6%. All of the respondents were ESL and/or Bilingual Education teachers. Two respondents were ESL coordinators in addition to being ESL teachers, and one respondent was an ESL coordinator and an ESL counselor in addition to being an ESL teacher. The respondents included 10 elementary school teachers (grades K-4, K-5, or K-6), three middle school teachers (grades 6-8 or 7-8), six high school teachers (grades 9-12), and three teachers who worked with students at multiple levels (K-12 or 6-12). The teachers who were interviewed included two elementary school teachers, one middle school teacher, and two high school teachers.

Most of the respondents had been teaching for several years, but in general the number of years teaching ESL was lower than the number of years of overall teaching experience (see Table 2). The number of years of ESL teaching experience of the interviewed teachers ranged from 2 to 25.

Training and Knowledge about High Standards

Several questions in both the survey and the interviews pertained to respondents' knowledge and understanding of Minnesota's High Standards, as well as the level of training they had received on them. These items addressed:

Table 2. Teaching Experience of Survey Respondents

Years of Teaching Experience	Number of Respondents	Percent of Respondents
Less than one year	3	14
1 - 3 years	1	4
4 - 7 years	5	23
More than seven years	13	59
Years of ESL/Bilingual Education Teaching Experience	Number of Respondents	Percent of Respondents
Less than one year	3	14
1 - 3 years	6	27
4 - 7 years	7	32
More than seven years	6	27
Years of Teaching Experience in Current District	Number of Respondents	Percent of Respondents
Less than one year	4	18
1 - 3 years	6	27
4 - 7 years	4	18
More than seven years	8	37

- The teachers' knowledge of how Standards to be worked on by a particular group of students are chosen (survey question 6 and interview question 5).
- The teachers' knowledge of how LEP students receive information about High Standards (survey questions 8 and 9).
- The amount of training the teachers had received on High Standards since September, 1998 (survey question 12, interview question 7), plus information about the trainers and trainees (survey questions 13 and 14).
- The teachers' perceptions of what was helpful about their High Standards training (survey question 15).
- The teachers' opinions of what additional training they need (survey question 16, interview question 7).
- The teachers' perceptions of their own understanding of High Standards requirements (interview question 2).
- The teachers' perceptions of their own knowledge of LEP-specific modifications to performance packages (interview question 3).

- The teachers’ opinion of their own knowledge about individual graduation plans for LEP students (interview question 4).

The first of these items was, “For LEP students that you teach who are working on Standards, how are the Standards chosen?” The Standards referred to in this question could be delivered by the ESL teacher or by a general education teacher. As shown in Table 3, survey responses for this question fell into four major groups, based on whether ESL teaching staff was involved in choosing Standards for LEP students to work on: ESL staff involved, ESL staff not involved, unclear ESL staff involvement, and other. Three surveys did not have an answer for this question.

Table 3. ESL Staff Involvement in Standards Selection for LEP Students—Survey Data

	Number of Respondents	Percent of Respondents
Unclear ESL staff involvement	7	37
ESL staff not involved	5	26
ESL staff involved	4	21
Other	3	16

The largest percentage of responses (37%) did not indicate whether ESL personnel were involved in the standards decision-making process. The responses in this category generally indicated that decisions were made by district or school staff without specifically mentioning ESL staff, or they indicated that LEP students were responsible for the same standards as all other students but did not mention how the standards being implemented were chosen. Five respondents (26%) indicated that they were not involved in the decision-making process or did not know what the process was. Four respondents (21%) either were part of the decision-making process or they chose the standards themselves for their LEP students to work on in their ESL classes. Responses that were grouped in the “Other” category mentioned that LEP students were not working on Minnesota’s Graduation Standards or referred to the TESOL Standards. These are standards published by the professional organization Teachers of English to Speakers of Other Languages (TESOL). They include nine standards based on three goals; the standards include descriptors and sample progress indicators.

There was no apparent relationship between ESL teachers’ involvement in standards selection and the grade level they taught. Two of the four teachers who reported that ESL staff were involved in the selection process were K-6 teachers, and the other two were 9-12 grade teachers.

Since the highest percentage of responses to the question about how Standards are chosen for LEP students was unclear about ESL staff involvement, this question was repeated in the interview

portion of the study. One of the five interviewed teachers was highly involved in the selection process; that is, after consultation with general education teachers in her school, she had selected the standard to be implemented for her LEP students in the ESL class that she taught. The remaining four teachers indicated that they did not know or were unsure about the selection process.

Slightly more than half of the survey respondents (52%, 12 respondents) said that general education teachers help LEP students learn *about* High Standards, that is, what the requirements are as distinguished from implementing the standards. An additional 26% (6 respondents) reported that the students' information comes from ESL teachers, and 22% of the answers (5 respondents) indicated that the respondents did not know how the information was disseminated to LEP students.

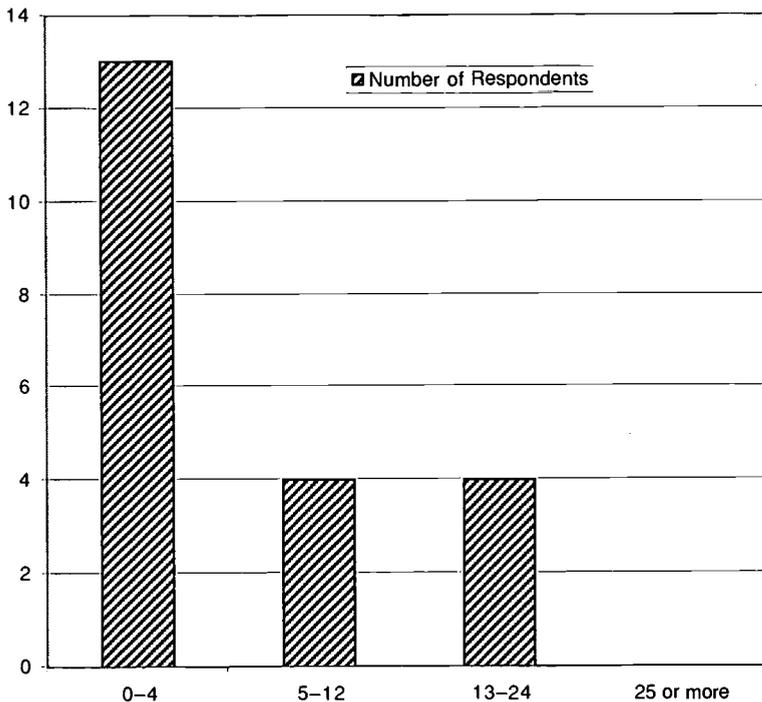
When asked what language is used to give LEP students information about High Standards, 12 survey respondents (52%) said that only English was used. Six respondents (26%) did not know how this happened. Three respondents (13%) indicated that both English and the students' native languages were used, and two respondents (9%) said that only the students' native languages were used.

Survey respondents were asked how many hours of training they had received since September, 1998 on strategies for implementing High Standards. As shown in Figure 1, the majority of respondents (13, 62%) reported receiving 0–4 hours of training on the High Standards. Four respondents (19%) received 5–12 hours of training, and an additional four respondents received 13–24 hours of training. No respondents received 25 or more hours.

Most respondents (14, 54%) indicated that district staff members trained them. Two respondents (8%) were trained by Minnesota Educational Effectiveness Program (MEEP) trainers; three respondents (11%) received training from other regional trainers. Two respondents (8%) were trained by ESL or Bilingual Education trainers; two others received training from state university or the Department of Children, Families and Learning (CFL) staff. Three respondents could not identify the source of their training. Training sessions most often included ESL/Bilingual Education staff and general education staff together (11 respondents, 50%). Four respondents (18%) indicated that their training sessions were for ESL/Bilingual Education staff only although one of the four noted that the training was received at a state conference. Two respondents (9%) were trained in sessions that included teachers and administrators together, while 5 respondents (23%) were not aware of the positions of other trainees.

Both survey and interview respondents were asked what had been most helpful about the training they received and what training they needed. The most frequent type of comment was that they had received no training or no helpful training (n=7). The educators who made this type of

Figure 1. Survey Respondents' Training on High Standards



comment had all been teaching for more than seven years; that is, they were in the group of most experienced teachers surveyed. The following responses, from surveys and interviews, represent their feelings:

- *Any training would be helpful. I have received nothing.*
- *None of it was helpful! We keep getting conflicting information.*
- *A lot of my training didn't help at all because I was told that it was not the ELL [English Language Learner] teacher's job to implement the standards so I didn't really worry about it and that was at new teacher orientation and since then, lots of questions have come up regarding whose responsibility is what and how much do the ELL students need to be held accountable for and in what ways can they be helped.*

Training specifically by and for ESL teachers was the second most commonly mentioned aspect of training (n=6). Two teachers had received this type of training and four others stated that they needed it, as reflected in the comments below about training needs.

- *How to modify the standards for LEP students.*
- *LEP Staff for LEP Teachers!*

- *Ideas for ways to assess LEP learners in English-only classrooms.*

Respondents also commented on the following helpful aspects of the training they had received.

- *Variety of ideas.*
- *Experts to answer questions.*
- *Scaffolding to do supported teaching toward completing tasks in the standards.*
- *Seeing examples of other’s curriculum & packages [especially] those developed for LEP students.*

Other comments on training that educators felt was needed included training for both mainstream teachers and ESL teachers:

- *How to help mainstream teachers know ... how to include LEP students in their classes that are being monitored or exposed to ... Grad. Standards.*
- *Maybe just a brief overview talk about [ESL for general education teachers].*
- *A follow-up session for help now that I have actually started the implementation.*
- *Scoring—meeting the standard, e.g., student working to potential, but not “scoring” very high.*

As a result of the number of comments in the survey data about the lack of helpful training, the teachers who were interviewed were asked to rate their own understanding of High Standards requirements on the 5-point Likert scale shown below.

1	2	3	4	5
No Understanding	Very little Understanding	Some Understanding	Good Understanding	Excellent Understanding

Of the five educators who were interviewed, two indicated their understanding was good, one was “probably between some and good,” another had some understanding, and the last had very little.

Interview participants were also asked to rate their knowledge of LEP-specific modifications to performance packages according to the 5-point Likert scale shown below.

1	2	3	4	5
Almost Nothing	A little	Some	A lot	Almost everything

Two teachers indicated that they knew a little. Other teachers did not rate themselves but commented as follows:

- *I just don't know what they are exactly.*
- *What we have been told in our district is when the classroom teachers are finished with their performance packages, then we will look at them and modify them. We have not been involved in the process except for a few whole-staff meetings.*
- *I guess I don't know anything about that. Yeah, we are not doing it that way in our district.*

Interview participants were also asked to rate their own knowledge of individual graduation plans for LEP students according to the scale shown above. Two educators said that they knew nothing about individual graduation plans including one who said, "*I didn't know there was such a thing.*" Another felt that she knew a lot. The other teachers did not provide a rating, but their comments included:

- *Explain "individual graduation plans." You mean like IEPs? ... As far as I know, we're not doing them.*
- *I don't think we have any.*

Implementation of High Standards

Survey respondents were asked whether their current responsibilities differed from those of the previous year due to the requirements of Minnesota's High Standards. Four of 22 respondents (three K-6 and one 9-12 teacher) indicated that their responsibilities had changed. Of the four, two teachers mentioned that they are or will be following the TESOL Standards (TESOL, 1997) in their classrooms. Another respondent mentioned the need to avoid scheduling ESL pullout classes when standards are being worked on in mainstream classes, and the fourth teacher mentioned that there now was more time to teach.

Survey questions 7-1 through 7-12 asked teachers about how they had implemented Minnesota's High Standards in their work. In addition, questions 10 and 11 asked about respondents' participation with teams that discussed the involvement of LEP students in High Standards or that developed district plans to implement High Standards. The last questions on this topic (17-18 and 20-21) asked about the participation of LEP students in meeting High Standards.

Table 4 shows the results for questions 7-1 through 7-12. Overall, survey respondents most frequently answered that they acted as a resource (question 7-5) for general education teachers who were implementing High Standards-based work that included LEP students; 17 of 22

Table 4. Survey Respondents' Involvement with High Standards

Questions 7-1 through 7-12	Number of Respondents			
	Yes	No	Unsure	NA
Do you...				
1. Implement content-based work toward a specific High Standard in a situation where you <i>teach alone</i> ? (e.g., you teach the public speaking standard)	4	16		2
2. Implement content-based work toward a specific High Standard in a situation where you <i>team teach</i> ? (e.g., you teach the public speaking standard)	4	14		4
3. Teach <i>skills</i> that are directly related to the completion of a content High Standard being implemented in <i>another teacher's class</i> ? (e.g., you help students learn how to write biographies for a paper being written to implement a standard in Social Studies class)	15	4	1	2
4. Teach <i>language</i> found in a specific High Standard being implemented in <i>another teacher's class</i> ? (e.g., you help students understand scientific terms for standards-based work in a science class.)	15	5	1	1
5. Act as a <i>resource</i> for general education teachers who are implementing High Standards-based work that includes LEP students?	17	2	2	1
6. Advise LEP students about graduation requirements and the role of High Standards?	11	7		5
7. Communicate with the parents of LEP students about High Standards?	9	10		3
8. Develop or write High Standards-based material/curriculum specific to LEP students?	6	10	4	2
9. Implement High Standards-based material/curriculum that you have written or developed?	5	12	3	2
10. Teach High Standards-based material in the English language?	9	10	2	1
11. Teach High Standards-based material in a language other than English?	3	16	1	1
12. Work on a team that is developing an individual graduation plan for an LEP student <i>including modified High Standards</i> ?	4	16		1

respondents (77%) answered this question positively. Additionally, 15 of 22 respondents (68%) reported that they teach *skills* (question 7-3) and *language* (question 7-4) that are directly related to the completion of High Standards being implemented in other teachers' classes. These last two questions were also asked as part of the interviews and are discussed in more detail below.

Only 4 of 22 teachers (18%) indicated on their surveys that they implemented content-based work toward specific High Standards in situations where they teach alone or team teach (questions 7-1 and 7-2); however, 9 of 22 respondents (41%) reported teaching High Standards-based material in the English language (question 7-11). These results seem to indicate that ESL and

Bilingual Education teachers were most often not teaching content-based work to students working on specific standards, but were, in some cases, supporting such teaching that went on in other classrooms.

To obtain a clearer picture of what ESL and Bilingual Education teachers' roles are in implementing High Standards for LEP students, the interview repeated survey questions 7-3 through 7-5 and 7-7 and added appropriate follow-up questions. These questions elicited the topics with the largest numbers of comments in the study: **Coordination** (n=28) and the **role of ESL teachers** (n=27). Teachers were asked whether they taught skills or language that were directly related to the completion of content High Standards in other teachers' classes, and if so, how the skills or language to be taught was determined. The interview respondents made the following comments related to coordination:

- *Anything that I know that's happening in the content class, I try to reinforce in my class so right now we're finished reading Zlata's Diary, which had to do with ... peacemakers, part of what we're doing is a time line with it, and part of the reason I chose the time line is because we know that that's important in social studies; they're doing a lot of time line work in there. And so when I know what a teacher is doing, I try to include it, but I don't always know what a teacher is doing.*
- *I send out notes regularly to the teachers, saying "What are my students missing? Please give me copies," and then I get it back, but a lot of times it's from the students; I don't always hear from the teachers.*
- *I know what the curriculum in our school is but I don't know where the standards fit in and what teachers are doing the standards. I'm teaching language that fits into the curriculum as I understand our curriculum, but for a specific content package, I have no idea.*
- *Professional experience, dialogues with other professionals in the field, as well as readings [determine which skills should be taught.] I use the text materials that are presented to me and some... and then it's just what I think is my own professional opinion.*
- *This is where I can't answer true or false [about teaching language found in a specific High Standard.] Since I'm very vague on what are the specifics of what are the high standards, I don't know, but I would assume that, one, that a lot of this vocabulary has to be, if it's not that vocabulary, it's because we're learning vocabulary that's prior or more basic.*
- *I would be happy to. I haven't been asked [to be a resource for general education teachers implementing High Standards work.]*

- *A couple ... years ago we had a meeting ... for mainstream teachers who are most apt to have ESL kids in their classes, and talked a little bit about adapting a package and so on, but it was, I guess it was a way to show them a little support, but I'm sure at the same time I also said, "I can't write these for you and I can't teach them for you, but at least I want you to know you've got my support on some level." Teachers will check in with me, but not to the specifics of the package.*

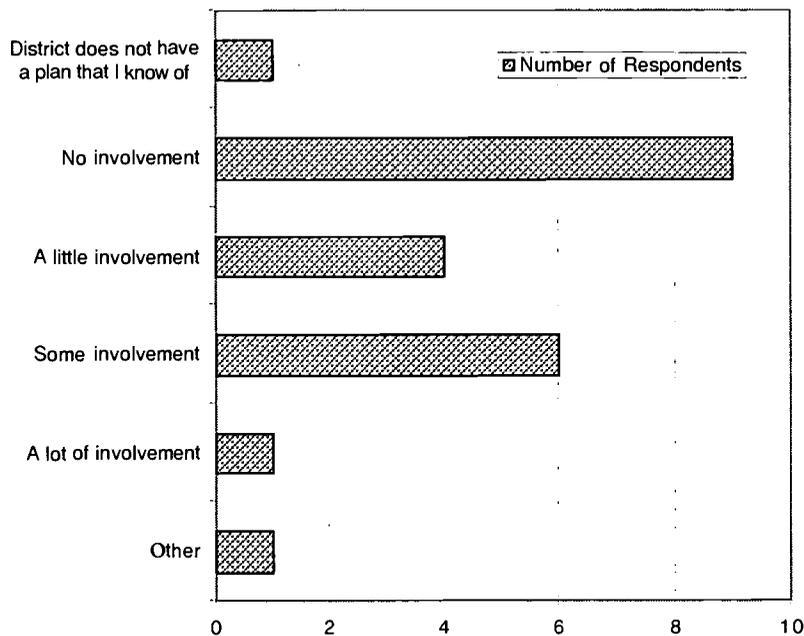
The following comments illustrate teachers' views on the role of ESL teachers:

- [In answer to the question, "Do you teach skills that are directly related to the completion of a content High Standard being implemented in another teacher's class?"] *Oh, no. I mean, maybe inadvertently, but no... we don't have time for that.*
- [In answer to the question, "Do you teach skills that are directly related to the completion of a content High Standard being implemented in another teacher's class?"] *Not knowingly I guess is what I should be saying. My job is, is to get the kids ready to go back into the mainstream but I don't look at those goals and teach to them.*
- *As it was explained to us by someone from the state, ESL teachers are not to teach or assess the profiles of learning—only mainstream teachers. Instead we are to provide support by preparing ESL students with information, skills, language, vocabulary they will need to successfully complete the profiles.*
- *I was hired to teach ESL. If I have to get involved in the "standards business," I will resign from my job! I wish they would go away!*
- *I think if the students are required to meet the standards, then the ESL teachers need to be involved in ways of modifying instruction or outcomes or whatever is required of ESL students. I think we should be part of the discussion about what's required for those kids.*

Survey respondents were also asked whether they had participated in teams that had discussed LEP students and High Standards. More than half of the respondents (55%, 12 of 22 respondents) said that they had done so.

Overall, survey respondents have had very little involvement in district plans to implement High Standards (see Figure 2). Eleven of twenty-two (50%) respondents were not aware of district plans or had no involvement in their development (including the respondent who marked "other" and noted that he or she expected to be involved in the future). Another 18% of respondents (4 of 22) reported a little involvement with district plans. Six of twenty-two respondents (27%) had some involvement while one respondent (5%) checked the option "a lot

Figure 2. Respondents' Involvement in District Plans for High Standards



of involvement,” but noted “not ‘a lot,’ but I am the key person in the district to do this—have worked with our building ‘standards’ person.”

Survey respondents who work with students in grades K-8 were asked what percent of students they work with are performing activities to meet preparatory content High Standards using the English language and using the students’ native languages. Respondents who work with students in grades 9-12 were asked a similar question about high school level High Standards (see Appendix A, survey questions 17-18, 20-21). Table 5 shows the number of respondents who reported the various percentages of LEP students working on High Standards. Nine of twelve (60%) K-8 ESL teachers reported that 76-100% of their LEP students are performing activities to meet preparatory content standards in English. In contrast, three of nine (33%) grade 9-12 ESL teachers reported that 76-100% of their students are working toward High Standards using English. Most teachers (11 of 15 K-8 and 7 of 9 grade 9-12) indicated that the majority of their students are *not* working toward achieving High Standards in their native languages. Only 2 of 15 (13%) K-8 teachers noted that 51-75% of their students were doing High Standards work in their native languages, and 1 of 9 (11%) of high school ESL/Bilingual Education teachers reported this for 26-50% of their students.

Beliefs and Expectations

Teachers’ beliefs and expectations for their LEP students were explored in survey questions 19

Table 5. ESL Teachers' Estimate of LEP Students Working on High Standards

Number of Respondents		Percent of LEP Students Working on High Standards				
		0-25%	26-50%	51-75%	76-100%	I don't know
K-8	English	1	2	0	9	3
	Native Language	11	0	2	0	2
9-12	English	3	1	1	3	1
	Native Language	7	1	0	0	1

and 22 (see Appendix A). In addition, a number of comments from open-ended questions on the survey and interview related to expectations for students.

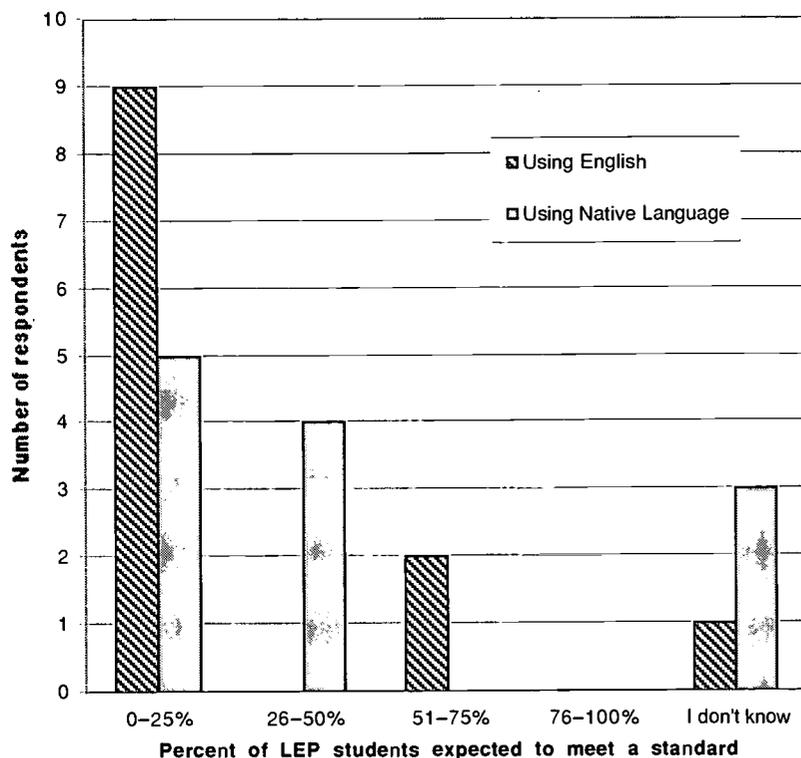
The survey contained excerpts from two example performance packages from CFL. Respondents who taught K-8 students were asked to read an excerpt of the performance package entitled "Migration" for the partial middle level preparatory content standard "Inquiry: Direct Observation." Respondents who taught 9-12 students were asked to read an excerpt of the performance package entitled "Descriptive Research Process" for the content standard "Inquiry: Research Process." Respondents were asked two questions about the performance package:

1. What percent of the students you work with do you expect will be able to meet this standard USING THE ENGLISH LANGUAGE?
2. What percent of the students you work with do you expect will be able to meet this standard USING THEIR NATIVE LANGUAGE?

As illustrated in Figure 3, 9 of 12 (75%) K-8 teachers expected one-quarter or less of their students to be able to meet the preparatory content standard using the performance package and the English language. Another two respondents (17%) expected that 51-75% of their students would be able to meet the standard using English. In contrast, 5 of 12 (42%) K-8 teachers expected one-quarter or less of their students to be able to meet the standard in their native language and 4 of 12 (33%) expected 26-50% to meet the standard in their native language. Additionally, three respondents indicated that they did not know how to answer this question; one respondent commented that the student using his or her native language was "not an option." It was not clear from this response whether the teacher was unaware that LEP students may meet standards in their native languages or whether using the native language was not an option for another reason; for example, there is no one at the school to help the student in his or her native language.

The expectations of grade 9-12 teachers for the percentage of their students who would be able

Figure 3. K-8 ESL Teachers' Expectations for Their Students

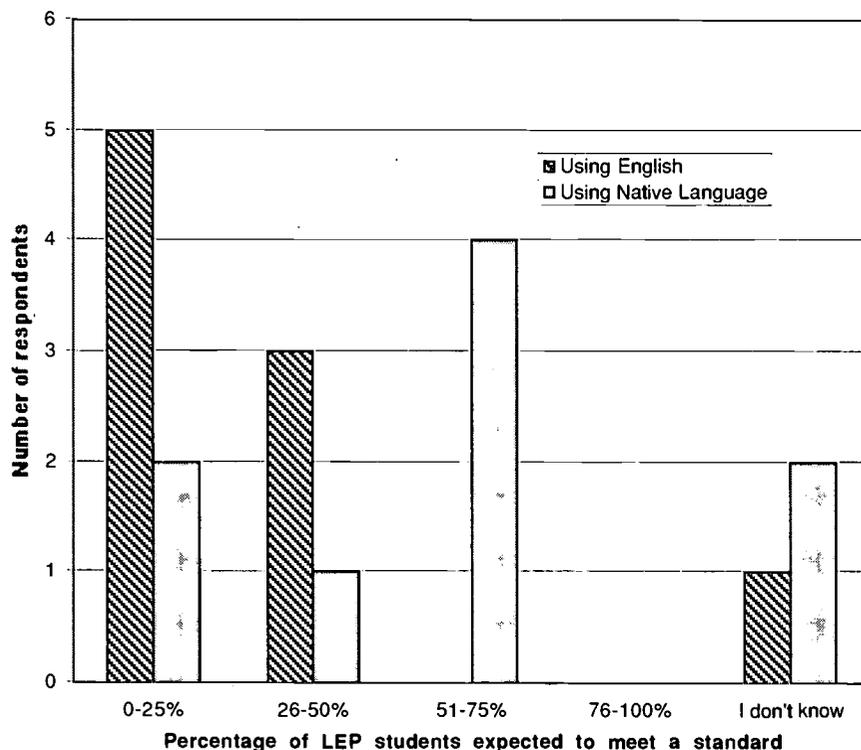


to meet the content standard using the performance package and the English language were similar to those of their K-8 colleagues (see Figure 4). Five of nine (56%) expected that one-quarter or less of their students would be able to meet the standard using English, and three of nine (33%) expected that 26-50% of their students would do so. When asked about their expectations for their students' ability to meet the standard using their native language, the results are more positive. Four of nine respondents (44%) said that they thought 51-75% of their students would be able to meet the standard in that case, two of nine (22%) indicated that one-quarter or less of their students would meet the standard, and one (11%) said that 26-50% of students would be able to do it. One respondent explained the choice of 0-25% by noting that there was no one at the school to teach in the students' native language.

Respondents frequently commented (n=22) on expectations for LEP students, both their own expectations and those of "the system." The following responses taken from survey and interview data highlight this area:

- *I feel the ESL learner is going to need standards written for them that can be taught by the ESL teacher or modifications/special teaching are going to be needed to make it possible for the ESL learner to be successful.*

Figure 4. Grade 9-12 ESL Teachers' Expectations for Their Students



- *I think they—the system must start teaching [standards] in K-6 for sure and not using the social promotion policy.*
- *I think students who have studied in English for 3 years or less by the time they graduate should be exempt. In fact, that may be too short an amount of time. Doesn't Cummins say it takes about 7-10 years for students to achieve CALP? [Cognitive Academic Language Proficiency]*
- *There is a big variation in students' abilities and learning rates, but I feel that most LEP students need at least four years of English or more before they could perform these tasks. It is difficult to explain to them what they need to do. After that it is difficult for them to read and understand the necessary materials.*
- *It is almost impossible for new arrivals or students with very limited education & language skills. Others seem to be doing all right—especially in elementary school, where these are just “preparatory” standards. Not as much pressure in the elementary grades as secondary levels.*
- *I am using mainstream non-fiction reading materials. This is very difficult for the students because of the vocabulary. I do pre-teaching and quite a lot of preparation with them. I*

do feel many of them are learning and are developing their critical thinking skills. However, the package work is difficult, and gaps in prior education make it difficult for some students to really grasp all that we are doing.

- The high standards, my feeling on that is, that the students, when they're in classes that are teaching the standard, that the ESL students should be expected to do it. Whether that would require any modifying of it, I don't know, and whether it's even allowable or how that's allowable, I don't even really know. I would like... the students to be part of the whole school program.*
- Maybe just their lack of background information [is a barrier to LEP students' meeting the High Standards], you know, some of them are asked to do a project on the colonial America. Well, that's not their history or not where they're coming from, so maybe just the different, you know, background knowledge that they have to draw on isn't what American kids have to draw on. So in a way it's kind of unfair to ask them to do some of that stuff.*
- Because the educational background of 70% of the new Latino students is in Spanish I think the standard must be measured in their native language and on the other hand, a special test to measure their language and fluency. Latino students tend to know more in Spanish than in English when they enter Jr. and Sr. High School.*

Barriers to the Success of LEP Students

In answer to open-ended questions about LEP students and Minnesota's High Standards (question 23), respondents commented on perceived barriers to the success of LEP students. Interview participants were specifically asked about barriers for LEP students. The most frequently cited barrier in the comments from both the surveys and the interviews was **money and other resources** (n=18).

- It has been very costly for us to hire interpreters to get some students through standards.*
- Even if they could present results in their native language, we don't have first language materials for them to read.*
- I can't get the High Standards. I asked for them and I wasn't even able to get a copy of them.*
- More staffing, I'm sure, even to the point I suppose in a really ideal world, if an ESL teacher could go in a mainstream classroom and perhaps assist the kids if that's what's needed.*

- *We could use a lot more money; we could use a lot more materials, a lot more space. We're very crowded in our school. One of our teachers works in the media center and two of us share a room and we don't have the storage space for all the materials you need. You need just so much hands on stuff. We're getting a little more money as time goes on and as our ESL population grows, but, yeah, it's not enough. We need a lot of hands-on, visuals, things to ..., not just books. I feel like we just need lots more things for the children to experience stuff.*
- *We're getting little bits of all these other language groups as well, and I know nothing about those groups and it would be nice to have more information about how their language operates, what their culture is like, that kind of thing.*

Another often cited barrier that was a source of frustration for teachers was **conflicting information and uncertainty** (n=13). The following responses from both the surveys and interviews highlight this area.

- *I do think it's a frustrating issue. I think part of the frustration comes through the newspaper where we're constantly... you know, you're up, down, up, down, up, down because you know they are a lot of work and it's a big responsibility for everybody.*
- *I just wish they'd make up their mind and get it settled so that we can start working whatever way we need to go.*
- *[The High Standards have] not been presented in a clear manner. No way in which I would spend my time trying to design a course around it.*
- *[In answer to the question "How would you rate your own understanding of High Standards requirements?"] As far as the specifics, very little. As far as the politics, I know way too much.*

Finally, teachers commented about **time** as a barrier (n=9). They noted the need for more time for both ESL teachers to understand and implement High Standards and for LEP students to achieve them. The following comments reflect their thoughts.

- *[We need] in school coordinating and planning time between ESL teachers and classroom teachers to determine who is doing what and how we can work together to be sure our students are taught the skills for packages, and that assessments are done.*
- *There just needs to be a whole lot more time available for teachers to look at them and see how they fit into what they're doing already and especially for ESL, what we need to do to help those kids achieve what they need to do.*

- *You know, from the perspective of a primary teacher, I see that they're doing OK in first grade because the academic language isn't so difficult, they're learning to read and do math, but they don't have all the knowledge, just the general vocabulary and the knowledge that native speakers come to school with already. And then the gap just gets bigger as they go along, not for all of them, but for many. It seems like there ought to be some way to feed all that information into them, but there's so many other things pulling at their time during the school day, to do this and that and the other thing, that there's never enough time for them to absorb and experience all the things that native speakers have gotten in early childhood, you know, in their families, so I don't know how you close that gap. You know, lots of money and lots of time. Lots of materials.*
- *They need lots of time; they need lots of time. Just reading a story and you have to spend so much time giving them the background or explaining what a word means or... so they get as much understanding from the story that the native speakers get. Because I think a lot of the kids just get to a level where they're coping and they have coping mechanisms to survive but they're not really getting the full benefit because they're not understanding everything, maybe 60% or so.*
- *I think time is the biggest barrier from all sides, from the students' side, from the teachers' side, from the coordinating angle.*

Results by Grade Level Taught

This section highlights selected quantitative survey data analyzed by the grade levels taught by respondents. Results are presented in the same categories (*Training and Knowledge about High Standards, Implementation of High Standards, and Beliefs and Expectations*) used for the overall results.

Training and Knowledge about High Standards

When asked whether ESL or general education teachers generally provided information about High Standards to LEP students (survey question 8), high school and multi-level ESL and Bilingual Education teachers reported that ESL teachers did (4 of 9 respondents, 44%) more often than primary school teachers (1 of 10 respondents, 10%) and middle school teachers (1 of 4 respondents, 25%) reported that ESL teachers did. However, high school and multi-level ESL and Bilingual Education teachers were also less likely than primary and middle school teachers to know how LEP students got information about Minnesota's High Standards. Three of nine respondents (33%) who taught high school (including multi-level teachers) reported that they

did not know how LEP students received this information. Two of ten (10%) respondents who were primary school teachers reported not knowing how LEP students got the information, and all middle school teachers reported that they knew.

While high school and multi-level ESL and Bilingual Education teachers were more often involved in giving information about High Standards to their students than primary and middle school teachers, it does not appear from the data that they received any more training on the Standards (survey question 12). Most high school and multi-level teachers (6 of 9, 67%) said that they had received 0-4 hours of training and the remaining 3 respondents (33%) received 5-12 hours. Five of ten respondents who were primary school teachers (50%) reported receiving 0-4 hours of training, one respondent (10%) had received 5-12 hours, and three respondents (30%) had received 13-24 hours. (One respondent did not answer this question.) Of the three middle school teachers, two reported receiving 0-4 hours of training and one reported 13-24 hours.

Implementation of High Standards

High school (and multi-level) as well as primary school teachers most commonly reported *not* being involved in the development of district plans to implement High Standards (survey question 11). Five of ten (50%) of primary school teachers reported no involvement and 5 of 9 (55%) of high school and multi-level teachers reported that they had not had involvement or were not aware of their district's plan to implement High Standards.

As mentioned earlier, few respondents (4 of 22, 18%) stated that they implemented content-based work toward specific High Standards in their teaching (survey questions 7-1 and 7-2). One might expect that secondary school teachers would be more involved than primary school teachers in implementing this type of work, but that was not necessarily the case. Two of nine (22%) secondary and multi-level teachers and two of ten (20%) primary school teachers reported implementing content-based work toward specific High Standards. Similarly, 3 of 9 (33%) high school and multi-level teachers stated that they had developed or written High Standards-based materials specific to LEP students (survey question 7-8), and 2 of 10 (20%) primary school teachers and 1 of 3 (33%) middle school teachers had done so. However, these numbers may be skewed by grouping the 6 high school and 3 multi-level teachers (all of whom taught at the high school level) together since no multi-level teachers reported implementing content-based work toward specific High Standards or developing High Standards-based materials. Only those teachers who taught high school students exclusively were more likely to report performing these activities.

Beliefs and Expectations

Variations in teachers' beliefs and expectations as a function of grade levels taught were presented with the overall results. Those results indicated that a greater percentage of teachers of the upper grades (9-12) expected more students to meet expectations in their native language.

Results by Years of ESL or Bilingual Education Teaching Experience

This section highlights selected quantitative survey data as analyzed by the years of ESL or Bilingual Education teaching experience of respondents. Results are presented in the same categories (*Training and Knowledge about High Standards*, *Implementation of High Standards*, and *Beliefs and Expectations*) used for the overall results. Quantitative results were also analyzed by the number of years respondents had taught in their current school district. This analysis yielded a pattern very similar to that produced by the analysis by years of teaching experience; thus, only the latter is given here.

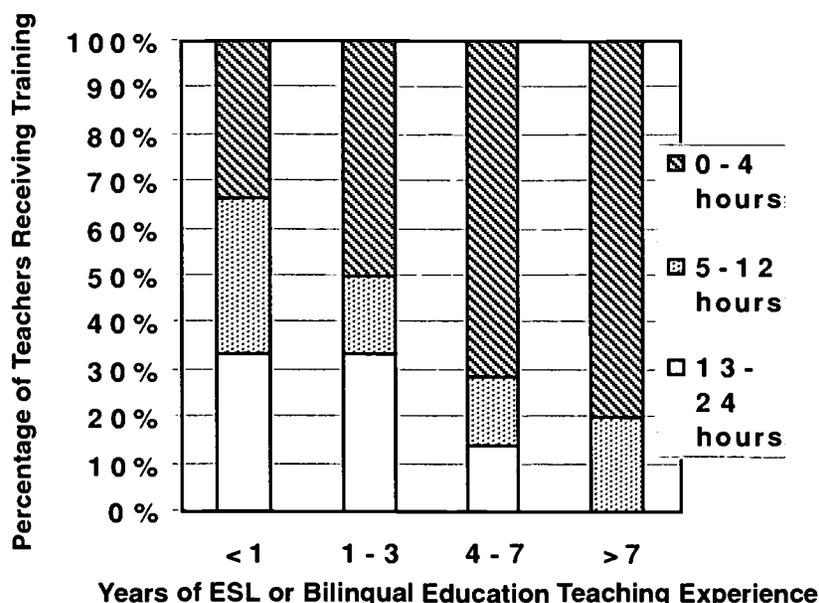
Training and Knowledge about High Standards

Respondents with more years of ESL or Bilingual Education teaching experience generally reported receiving fewer hours of training since September 1998 on strategies for implementing High Standards (survey question 12). As illustrated in Figure 5, approximately 30% of teachers with less than 1 or 1-3 years of ESL teaching experience received 13-24 hours of training while less than 20% of teachers with 4-7 years of experience received that much training and no teachers with more than 7 years of experience received 13-24 hours of training. In fact, 63% (5 of 8) educators with 4-7 years of experience and 80% (4 of 5) educators with more than 7 years received 0-4 hours of training since September 1998 on Minnesota's High Standards. In addition, two of the surveyed teachers reported that they had received their training in their graduate school courses.

Implementation of High Standards

Despite their reported lack of training on Minnesota's High Standards, in several cases educators with more years of ESL or Bilingual Education teaching experience reported more involvement with High Standards implementation than educators with less experience. Specifically, 5 of 7 teachers (71%) with 4-7 years of experience and 2 of 5 educators (40%) with more than 7 years of experience said that they taught High Standards-based material in the English language (survey question 7-10). In contrast, 1 of 3 educators (33%) with less than 1 year of experience and 1 of 5 educators (20%) with 1-3 years of experience reported doing so. More experienced teachers

Figure 5. Respondents' Years of ESL Teaching Experience and Hours of Training



also reported more often that they communicated with the parents of LEP students about High Standards when compared to less experienced teachers (survey question 7-7). The percentage of teachers stating that they communicated with parents increased from zero percent of teachers (0 of 3) with less than one year of experience to 33% of teachers (2 of 6) with 1-3 years of experience, then to 41% of teachers (3 of 7) with 4-7 years of experience, and finally to 67% of teachers (4 of 6) with more than 7 years of experience.

Teachers with more experience also more frequently reported that they had developed or written High Standards-based material specific to LEP students (survey question 7-8) and implemented High Standards-based material they had developed (survey question 7-9); however, in these cases teachers with 4-7 years of experience most often stated that they performed these activities (3 of 7, 43% for each question) when compared to other teachers. No teachers (0 of 3) with less than one year of experience said that they developed or implemented LEP-specific materials, 1 of 6 (16%) of teachers with 1-3 years of experience had done so, and 2 of 7 (29%) teachers with more than 7 years of experience had developed LEP-specific materials, but only one of them (14%) had implemented the materials.

Beliefs and Expectations

There was no clear relationship in the data between teachers' years of ESL or Bilingual Education teaching experience and their beliefs about LEP students' ability to complete a performance package for a specific High Standard (survey questions 19 and 22). In general, most teachers at

all levels of experience expected that less than 25% of their LEP students would be able to complete the example performance package with one or at most two teachers at any level having higher expectations.

Discussion

In this section the results are discussed in terms of the three main research questions.

- 1. How are Minnesota's High Standards being implemented for LEP students in ESL or Bilingual Education classes?** In general, High Standards were not being implemented in the ESL and Bilingual Education classes taught by educators who were surveyed. Approximately one-fifth of teachers reported having their students do content-based work toward completion of a specific standard. ESL teachers more often acted as a resource for general education teachers who were implementing High Standards although many teachers commented on the lack of coordination between general education teachers and ESL/Bilingual Education teachers.
- 2. How are LEP students participating in High Standards in ESL or Bilingual Education classes?** This study indicates that few LEP students were working directly on content-based High Standards work in their ESL classes, some LEP students were receiving support from their ESL teachers for High Standards work that took place in general education classes, and many LEP students were working on English language skills that their teachers viewed as preparatory to High Standards-related work. In addition, most teachers reported that few, if any of their students were participating in High Standards work in their native languages.
- 3. What factors influence the participation of LEP students in Minnesota's High Standards?** Since most LEP students were not participating in the High Standards through their ESL or Bilingual Education classes according to this study, more research is needed to ascertain whether LEP students are participating in the High Standards through their general education classes and what factors influence their participation in that situation. Some early findings come from a survey of Minnesota K-12 teachers who attended Phase III of MEEP training in 1998, focusing on High Standards (Bemis & Wahlstrom, 1999). Only 28% (108 of 391 respondents) reported having at least one English language learner in a classroom where a standard was being implemented. These preliminary findings together with the current study suggest that in most cases LEP students are not participating in Minnesota's High Standards.

In the current study, some elements were identified that may be factors in the LEP students' lack of participation.

- **Training and Knowledge.** ESL and Bilingual Education teachers generally received very little training on Minnesota's High Standards. In addition, substantial percentages of surveyed educators were unaware of how specific standards were chosen for LEP students to work on and how LEP students received information about High Standards. Teachers who were interviewed mostly indicated little knowledge of LEP-specific modifications to performance packages and of individual graduation plans for LEP students, including the possibility of completing performance packages in their native languages. These findings confirm earlier research (Liu, Spicuzza, Erickson, Thurlow, & Ruhland, 1997) that a lack of information flow is a major problem for ESL professionals in large, urban districts, and in the case of the current study, in suburban districts as well.
- **Time.** ESL and Bilingual Education professionals in this study reported not having time to look at the High Standards and Performance Packages and needing time for coordinating and planning with general education teachers.
- **Coordination.** Although the majority of survey respondents indicated that they acted as a resource for general education teachers who were implementing High Standards, their comments often noted the difficulty of coordination and the lack of time to do so. Teachers frequently commented that they did not know about specific Performance Packages that their students were working on, and therefore, they often relied upon professional experience to guide them in choosing skills and language for their students to study in support of High Standards' work.
- **Approach.** Many ESL teachers reported seeing themselves as on the sidelines in the High Standards discussion and implementation, in some cases by their own choice and in others because they were told that implementing the High Standards was not the job of ESL teachers. In addition, according to state licensure rules, teachers should not teach outside their licensure area; thus, a teacher who holds only an ESL license could implement High Standards for learning areas Read, Listen, and View, and Write and Speak, but not for other learning areas such as Scientific Applications.

Some teachers said that what they do with LEP students is preparatory to standards work to be completed in general education classes, but also pointed out that the small amount of time remaining for LEP students to complete standards after attending ESL classes for (potentially) several years would make standards completion nearly impossible. In contrast to this model of ESL classes as preparation for content instruction in general education classes, one of the interviewed teachers suggested that ESL and general education teachers should work as a team with one particular group of students to whom content and language could be taught together. This suggestion is similar to those made by researchers in effective instructional practice for LEP students, which were summarized by Chamot (1992), "Effective secondary programs for

language minority students incorporate content into the ESL class and infuse language development into content area classes.”

Recommendations

If LEP students have no alternative to achieving graduation requirements than by meeting High Standards (as well as passing the Basic Standards Tests), then it is essential that the standards be implemented with these students. Since the number of LEP students in Minnesota is increasing (Tarone, 1999), the issues surrounding their graduation requirements deserve focused intensive effort. This effort should include the generation of ideas on approaches to implementation of High Standards with LEP students including such topics as how language and content can be taught together and how LEP students can achieve High Standards using their native languages. At a deeper level, there may be a need to rethink the content and objectives of the standards to understand whether they are appropriate in all cases. For example, immigrant students who arrive in Minnesota in their teens with low English ability may have a different set of needs from those who arrive at an earlier age or with higher levels of English ability. Care needs to be taken to ensure that all students are treated equitably.

Significant investments of time and financial resources are needed to increase the inclusion of LEP students in High Standards. Time is needed for teacher training, planning, and collaboration among teachers, and for teachers to understand how the standards relate to their own teaching methods. School districts and CFL need to provide LEP-specific High Standards training to all teachers, both ESL and general education. In addition, school districts need to make time for collaboration among ESL and non-ESL staff, so that all teachers feel they are part of the major education reform efforts towards standards-based education for all students.

A finding of this study is that ESL teachers are generally not implementing content-based work toward specific High Standards with their LEP students. This finding is compounded by the feeling of some teachers in this study that the High School High Standards are not going to be appropriate for immigrant students arriving in Minnesota in their teens with little English ability and perhaps limited schooling. This is often the case with recent refugees. If students at ages 13 or 14 with beginning level English need ESL classes to improve their English, but at the same time must be completing High Standards *outside* of the ESL class, there is simply not enough time in the typical school day to complete all the necessary work by age 18. There are a number of possible implications of this that need to be considered:

- The state of Minnesota and school districts must clarify how long a student can remain in public education.

- School districts may have to continue to educate a significant population of students beyond the 12th grade.
- Different approaches to ESL classes may be needed to provide equal access to curriculum for all students. For example, there may need to be co-teaching of content classes by ESL and mainstream teachers, programs specifically for students of one native language, or ESL and content classes that are leveled by English ability and not by age.

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Appendix A

Survey: The Participation of LEP Students in Minnesota's High Standards

3. How long have you been teaching in this school district? (Circle one.)

1. Less than one year
2. 1 - 3 years
3. 4 - 7 years
4. More than seven years

4. How many schools in this district do you teach at?

_____ schools

If your answer to question 4 is *more than 1 school*, please focus on the school at which you spend the most time in order to answer the remaining questions.

5. Are your current responsibilities different from last year due to the requirements of Minnesota's High Standards? (Circle one.)

1. Yes ----- > *Please describe these differences:*
2. No

6. For LEP students that you teach who are working on Standards, how are the Standards chosen?

7. Do you (Place an X in the column that contains your answer.)

	Yes	No	Unsure	NA
1. Implement content-based work toward a specific High Standard in a situation where you <i>teach alone</i> ? (e.g. you teach the public speaking standard)				
2. Implement content-based work toward a specific High Standard in a situation where you <i>team teach</i> ? (e.g. you teach the public speaking standard)				
3. Teach <i>skills</i> that are directly related to the completion of a content High Standard being implemented in <i>another teacher's class</i> ? (e.g. you help students learn how to write biographies for a paper being written to implement a standard in Social Studies class)				
4. Teach <i>language</i> found in a specific High Standard being implemented in <i>another teacher's class</i> ? (e.g. you help students understand scientific terms for standards-based work in a science class.)				
5. Act as a <i>resource</i> for general education teachers who are implementing High Standards-based work that includes LEP students?				
6. Advise LEP students about graduation requirements and the role of High Standards?				
7. Communicate with the parents of LEP students about High Standards?				
8. Develop or write High Standards-based material/curriculum specific to LEP students?				
9. Implement High Standards-based material/curriculum that you have written or developed?				
10. Teach High Standards-based material in the English language?				
11. Teach High Standards-based material in a language other than English?				
12. Work on a team that is developing an individual graduation plan for an LEP student <i>including modified High Standards</i> ?				

8. Who generally helps LEP students learn about High Standards? (Check one.)

- general education teacher
- ESL or bilingual education teacher(s)
- other; *please describe* _____
- I don't know.

9. In what language do LEP students receive information about High Standards? (Check one.)

- English
- native language
- both English and native language
- I don't know.

10. Have you been on teams that have discussed LEP student participation in High Standards? (Check one.)

- yes
- no

11. How involved have you been in the development of a plan to implement High Standards in your district? (Check one.)

- The district does not have a plan that I know of.
- I have had no involvement in developing a plan.
- I have had a little involvement in developing a plan.
- I have had some involvement in developing a plan.
- I have had a lot of involvement in developing a plan.
- other; *please describe* _____

12. Approximately how many hours of training have you received since September, 1998 on strategies for implementing High Standards? (Check one.)

- 0-4 hours
- 5-12 hours
- 13-24 hours
- 25-40 hours
- more than 40 hours

13. Who were the trainers at the sessions on High Standards? (Check all that apply.)

- MEEP trainers
- ESL or bilingual education trainers
- other regional trainers
- district staff
- other; *please describe* _____
- I don't know.

14. **Who were the trainees at the sessions on High Standards? (Check one.)**

- ESL and bilingual education staff only
- ESL and bilingual education staff and general education staff
- teachers/administrators together
- school and community people together
- other; *please describe* _____
- I don't know.

15. **What aspects of the training you received were most helpful as you begin to implement High Standards?**

16. **What additional training about High Standards would be helpful to you in the future?**

IF YOU WORK WITH STUDENTS IN GRADES K-8, ANSWER QUESTIONS 17-19. IF YOU WORK WITH STUDENTS IN GRADES 9-12, ANSWER QUESTIONS 20-22.

17. **What percent of the students you work with are performing activities to meet preparatory content High Standards USING THE ENGLISH LANGUAGE? (Check one.)**

- 0-25%
- 26-50%
- 51-75%
- 76-100%
- I don't know.

18. **What percent of the students you work with are performing activities to meet preparatory content High Standards USING THEIR NATIVE LANGUAGE? (Check one.)**

- 0-25%
- 26-50%
- 51-75%
- 76-100%
- I don't know.

19. a. Read the portion of the preparatory content High Standard on the facing page. What percent of the students you work with do you expect will be able to meet this standard USING THE ENGLISH LANGUAGE? (Check one.)

- 0-25%
- 26-50%
- 51-75%
- 76-100%
- I don t know.

b. What percent of the students you work with do you expect will be able to meet this standard USING THEIR NATIVE LANGUAGE? (Check one.)

- 0-25%
- 26-50%
- 51-75%
- 76-100%
- I don t know.

EXAMPLE PERFORMANCE PACKAGE TASK 1
Migration

Content Standard: Inquiry: Direct Observation

Level: Partial Middle

Specific Statement(s) from the Standard:

A student shall demonstrate the ability to gather information to answer a scientific or social science question through:

2. direct observations, interviews, or surveys, including framing a question....

Product(s):

- Question Outline
- Preliminary Considerations

Task Description:

In this project you will work in a group to conduct research about a significant question relating to international immigration, or migration from one community to another within a country. The group's first task is to generate good questions for research. After that the group members must work together to collect, analyze and interpret data to answer the questions.

Your teacher will provide a Question Outline Sheet to help you generate your research questions. (See page 4)

Question Outline

1. Your small group will pose one broad "why?" question related to immigration. Think about your study of the topic, and refer to the materials you have read and discussed in class to help you come up with your question. Write your question in the space provided on the Question Outline Sheet.

Example: Why do some people leave their homes and come to new communities to live?

2. This step has two parts:

- a. You must come up with general categories of reasons why people relocate their homes. (A general category has more specific ideas that fit within it.) Write a title for the general category on the Question Outline Sheet in the section labeled "Reasons that have to do with:"

Example: Reasons that have to do with the need to feel safe and secure

- b. Then, formulate a question from that statement and write it in the same section beneath the category title. This is a research question related to the general category you have just identified.

Example: Do people move because they don't feel safe and secure in their homes?

The need to feel safe and secure is only one general category of reasons that explain why people move to live in new places. Your group should name two or three other general categories, and write the related research questions for them before you work on the sub-questions for any category.

Examples of other general categories of reasons to explain why people leave and move to new places:

- economic situation (money, jobs)
- family changes (loss, separation, life cycle changes).

3. Once you have decided on the categories and written the related research questions, have a brainstorming session to generate the more specific sub-questions for each category.

For example: for the question "Do people move because they don't feel safe and secure in their homes?" some possible sub-questions would be:

- Do people leave their homeland because of war?
- Do people leave their communities because of burglaries, vandalism and other such crime?
- Do people move to escape violence in their neighborhood?

Write sub-questions in the space on the Question Outline for sub-questions beneath each general category question.

The purpose of the questions is to help you focus your search for information about a complex topic.

When your outline is complete you will know exactly what you're looking for when you do your research.

ANSWER QUESTIONS 20-22 ONLY IF YOU WORK WITH STUDENTS IN GRADES 9-12.

- 20. What percent of the students you work with are performing activities to meet high school level High Standards USING THE ENGLISH LANGUAGE? (Check one.)**

_____ 0-25%
_____ 26-50%
_____ 51-75%
_____ 76-100%
_____ I don't know.

- 21. What percent of the students you work with are performing activities to meet high school level High Standards USING THEIR NATIVE LANGUAGE? (Check one.)**

_____ 0-25%
_____ 26-50%
_____ 51-75%
_____ 76-100%
_____ I don't know.

- 22. a. Read the portion of the High Standard on the facing page. What percent of the students you work with do you expect will be able to meet this standard USING THE ENGLISH LANGUAGE? (Check one.)**

_____ 0-25%
_____ 26-50%
_____ 51-75%
_____ 76-100%
_____ I don't know.

- b. What percent of the students you work with do you expect will be able to meet this standard USING THEIR NATIVE LANGUAGE? (Check one.)**

_____ 0-25%
_____ 26-50%
_____ 51-75%
_____ 76-100%
_____ I don't know.

- 23. What questions or comments do you have about the participation of LEP students in Minnesota's High Standards? (Please write your thoughts below.)**

PERFORMANCE PACKAGE TASK 1
Descriptive Research Process

Content Standard: Inquiry: Research Process

Level: High School

Specific Statement(s) from the Standard:

What students should know:

1. Know primary research techniques:
 - a. surveys
 - b. structured and unstructured interviews
 - c. observations
 - d. questionnaires

Product(s):

- Paper on primary research techniques

Task Description:

Overview: In this performance package you will investigate a topic, problem, or issue relating to school or schooling. You will collect, analyze, and interpret data to answer a significant question. You will then present the findings of your research. Examples using a "model," broad research question -- "Why do some students leave high school before graduation?" -- are presented throughout the package.

Steps:

1. Your teacher will assign you to a group to use one of the following primary research techniques and answer the broad research question, "Why do some students leave high school before graduation?" --
 - Developing and using surveys/questionnaires that focus on:
 - satisfaction with current graduation and dropout rates
 - how much people know about historical graduation and dropout rates
 - what people know about the reasons that some students leave high school before graduation
 - what people believe about the reasons that some students leave high school before graduation.
 - Interviewing students, teachers, administrators, and community members using structured questions. (There are examples of closed and open interview questions on page 13.)
 - Interviewing students, teachers, administrators, and community members using an unstructured format.
 - Conducting observations of school programs and services that might provide useful information regarding the research question.
 - Analyzing documents (such as registration guides, the school's public records).
2. In a presentation to the class, your group should explain the following:
 - strategies you used for research
 - obstacles you encountered
 - what the information reveals (and doesn't reveal) about why some students leave high school before graduation.
3. After the presentations, write a one or two page paper explaining what you learned about primary research techniques from both your own research and the presentations of your classmates. Be sure to explain what kinds of information support what kinds of conclusions.

Appendix B ---

Interview Protocol

Appendix B

Interview Protocol

The Participation of LEP Students in Minnesota's High Standards

1. A teacher who answered our survey on LEP students and High Standards said that the standards had created a nightmare of paperwork and had little effect on how teachers teach. What do you think the effect of Minnesota's High Standards has been on ESL teachers in general and you in particular? *Follow-up Questions:* Do you think ESL teachers should be involved in the standards business? Why or why not?

2. How would you rate your own understanding of High Standards requirements?

1	2	3	4	5
No	Very little	Some	Good	Excellent
Understanding	Understanding	Understanding	Understanding	Understanding

3. How much would you say you know about LEP-specific modifications to performance packages?

1	2	3	4	5
Almost nothing	A little	Some	A lot	Almost everything

4. How much would you say you know about individual graduation plans for LEP students?

1	2	3	4	5
Almost nothing	A little	Some	A lot	Almost everything

5. *(Follow-up to Survey Question 6)* For LEP students that you teach who are working on Standards, how are the Standards chosen? *Follow-up questions:* What is the decision-making process? Who is involved in the process? Are ESL teachers part of the process?

6. *(Follow-up to Survey Question 7, parts 3, 4, 5, and 7)*

a. Do you teach skills that are directly related to the completion of a content High Standard being implemented in another teacher's class?

Yes ----->

What process is used to determine which skills should be taught? Can you give an example?

No ----->

Are you teaching skills for completing content High Standards in another way? Give an example.

b. Do you teach language found in a specific High Standard being implemented in another teacher's class?

Yes -----> How do you determine what language should be taught? Can you give an example?

No -----> Are you teaching language for completing content High Standards in another way? Give an example.

c. Do you act as a resource for general education teachers who are implementing High Standards-based work that includes LEP students?

Yes -----> Please give an example of this.

No -----> Are you acting as a resource for general education teachers in another way? Give an example.

d. Do you communicate with the parents of LEP students about High Standards?

Yes -----> Tell me more about this. What are you doing to communicate with them that is successful?

No -----> At your school, who communicates with the parents of LEP students about High Standards?

7. *(Follow-up to Survey Questions 12 and 16)*

Approximately how many hours of training have you received since September, 1998 on strategies for implementing High Standards?

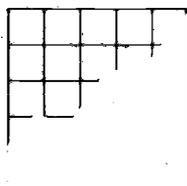
0-4 hours 5-12 hours 13- 24 hours 25-40 hours > 40 hours

What additional training about High Standards do you feel you need?

8. In an ideal world, what would it take to help LEP students meet Minnesota's High Standards?

9. What do you see as barriers to LEP students meeting the High Standards? What specific barriers have you found in your school and district? What could your school and district do differently to eliminate barriers?

10. Is there anything else you would like to tell me about High Standards?



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