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The English Language Learner Program Survey for Principals

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In collaboration with the
English Language Learner Alliance



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Summary

REL Northeast & Islands at Education Development Center, in partnership with the English Language Learners Alliance, has developed a new survey tool—The English Language Learner Program Survey for Principals—to help state education departments collect consistent data on the education of English language learner students.

Designed for school principals, the survey gathers information on school-level policies and practices for educating English language learner students, the types of professional development related to educating these students that principals have received and would like to receive, principals' familiarity with state guidelines and standards for educating these students, and principals' beliefs about educating these students.

This report describes the survey in greater detail, looking at how to use it and how it was developed. It also includes the English Language Learner Program Survey for Principals developed for the Rhode Island Department of Education.

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What is the English Language Learner Program Survey for Principals?

In partnership with the English Language Learners Alliance, the Regional Educational Laboratory Northeast & Islands (REL-NEI) has developed a new survey—the English Language Learner Program Survey for Principals—to help state education departments and district leaders collect consistent data on the education of English language learner students. Designed to be administered to school principals, the survey gathers information on school-level policies and practices for educating English language learner students, the types of professional development related to educating these students that principals have received and would like to receive, principals’ familiarity with state guidelines and standards for educating these students, and principals’ beliefs about the education of these students.

Why was this survey developed?

The main focus of the English Language Learners Alliance is to collaborate with states, districts, and schools within the Northeast and Islands Region on using data related to their English language learner students and exploring the programs and services that best fit these students’ needs. Core planning group members of the alliance identified four priority areas for English language learner students: quality instruction; teacher preparation; data use at the district, school, and classroom levels; and state, district, and school structures to support programming.

At an initial workgroup meeting core planning group members discussed researchable questions pertaining to the effectiveness and integrity of the implementation of programs for English language learner students. Group members and the REL-NEI project team discussed developing a survey that stakeholders in the region could use to collect data on programming for English language learner students. In later group meetings a member from the Rhode Island Department of Education expressed concerns about principals’ lack of participation in professional development for the education of English language learner students and how that might limit their ability to adhere to the state’s research-based guidelines and standards for educating English language learner students. This group member expressed interest in working with the REL-NEI project team to develop a survey that could be administered to principals in schools in the Northeast and Islands Region.

The focus on school principals was rooted in the group member’s observation that, by attending professional development sessions, principals develop a familiarity with research-based guidelines and standards for educating English language learner students that allows them to lead their school in implementing effective programs for these students. This observation is borne out by a number of studies (see appendix A) that suggest that school leaders, including principals, should receive professional development because they are responsible for articulating their school’s policies on English language learner students to school staff, modeling the behaviors and attitudes they expect teachers to adopt, designating the staff that oversee their school’s program for English language learner students, and ensuring that the staff receive adequate training and professional development (Hill & Flynn, 2004; Horwitz et al., 2009; Tung et al., 2011; Wrigley, 2000).

The REL-NEI project team then formed an advisory committee with which they worked closely to develop the principal survey. The advisory committee consisted of three core

By attending professional development sessions, principals develop a familiarity with research-based guidelines and standards for educating English language learner students that allows them to lead their school in implementing effective programs for these students

planning group members: one from the Rhode Island Department of Education, one from the Education Development Center who is an expert on English language learner student issues, and one from the Connecticut State Department of Education, who is considering administering the survey in Connecticut.¹ The members from the two departments of education play key roles in forming state-level policies on English language learner student education and are well positioned to identify the types of data from which their departments could most benefit.²

Why administer this survey?

By collecting principals' self-reports of their school policies and practices for educating English language learner students, state education departments and district leaders will gain a sense of how closely schools are adhering to the guidelines and standards and, in some cases, how knowledgeable principals are about the policies and practices. Additionally, data on the types of professional development that principals have received and would like to receive can be used to identify focus areas for professional development opportunities for principals.

By collecting data on principals' familiarity with the state guidelines and standards for English language learner student education and on principals' beliefs about how these students should be educated, state education departments and district leaders can identify where principals need additional professional development. They can also use the information to determine whether professional development related to English language learner student education should be mandatory for principals. For example, if a large number of principals report that they are not very familiar with guidelines related to entrance and exit criteria for English language learner students, professional development sessions on those criteria could be developed. Data on the types of professional development that principals have received, combined with data on principal familiarity and beliefs, could also be used to determine whether principal familiarity is related to principal receipt of professional development.

Finally, the survey data, combined with existing data, would allow state education departments and district leaders to conduct correlational studies to examine the associations among school policies and practices, principal professional development, principal beliefs, and program and student outcomes. Ultimately, this survey will allow state education departments and district leaders to improve the structures and programs they have in place to support programming for English language learner students.

How to administer this survey

The English Language Learner Program Survey for Principals can be used to collect information from principals on multiple domains related to educating English language learner students. Users can modify the survey to fit their local context, can distribute the survey to principals in a paper-and-pencil format or through an online data collection system, and can analyze the results to learn about and improve school policies and practices for educating English language learner students in their own state or district. The developers anticipate that it will take principals about 15–20 minutes to complete the survey.

By collecting principals' self-reports of their school policies and practices for educating English language learner students, state education departments and district leaders will gain a sense of how closely schools are adhering to the guidelines and standards and how knowledgeable principals are about the policies and practices

How to adapt and use this survey

Designed using an iterative process (appendix B), this survey will allow users to collect information on several domains, represented by groups of survey items (table 1). The survey includes 37 items and their respective subitems.

Table 1. Items by domain in the English Language Learner Program Survey for Principals

Domain	Description	Item(s)
Principal characteristics	Characteristics of the responding principal	1–3
ELL student population	Percentage of students in school who are ELL students	4
Former ELL student population	Percentage of students in school who are former ELL students	5
ELL instructional models	Instructional models used in the school	6
Responsibility for ELL students	What personnel at the school are responsible for education of ELL students	7–8
ELL professional development	Types of professional development received and types of professional development needed	9–15
ELL student monitoring	Whether and how the school monitors the academic achievement and English proficiency of ELL students	16–19
Former ELL student monitoring	Whether and how the school monitors the academic achievement of former ELL students	20–21
ELL teacher evaluation	School practices regarding the evaluation of ELL teachers and general education teachers with ELL students in their classrooms	22–23
Response to intervention for ELL students	How the school uses response to intervention for ELL students	24–29
Challenges to implementation	Challenges to implementing the school's ELL program	30–31
Familiarity with research	Familiarity with research related to instructional practices for ELL students	32
Familiarity with state guidelines and standards for ELL student education	Familiarity with state guidelines and standards concerning: <ul style="list-style-type: none"> • ELL entrance and exit criteria • ELL program standards • ELL students with learning disabilities • World-Class Instructional Design and Assessment standards • ACCESS for ELLs assessment score interpretation 	33–34
English acquisition	Beliefs about how ELL students learn English, including the role of the native language and the importance of academic English	35
Teaching ELL students and ELL teacher training	Beliefs about teaching ELL students and the importance of professional development for ELL teachers and general education teachers with ELL students in their classrooms	36a–36c
Sociocultural issues around educating ELL students	Beliefs about the role that sociocultural factors play in educating ELL students	36d–36j
ELL students and learning disabilities	Beliefs about ELL students and learning disabilities	37

Source: Regional Educational Laboratory Northeast & Islands project team.

Data have not yet been collected to allow for psychometric analyses of the survey (for example, reliability and validity information). At this point, no information related to measurement scales is available. Contingent on establishing data-sharing agreements and memoranda of understanding with jurisdictions that choose to administer the survey, future work will include structural and psychometric analyses. At this time, users of the survey can calculate descriptive statistics including frequencies and cross-tabulations of item responses.

The survey items require principals to select one or more of several response options or to provide specific values. Some items that require principals to select a response (for example, items 1, 2, and 6) are best summarized by calculating the percentages of respondents that select each option. Other items that require principals to select a response (for example, items 30, 32, 33) are best summarized using measures of central tendency (for example, means and medians) and variability (variances and standard deviations). For items that require principals to provide specific values (for example, items 3, 4 and 5), responses can be summarized by calculating the percentages of respondents that select each option or by using measures of central tendency (for example, means and medians) and variability (variances and standard deviations). In some cases the research team wrote several items that they intended to function together as a measurement scale for representing a given domain.

The survey is not recommended to be used for high-stakes decisions, including principal evaluation or program funding. Data should be evaluated in aggregate for program-, state- or region-level decisions on topics such as professional development needs and other supports for principals.

Future users of the survey may adapt any part of the survey for their own use. As an example, the survey presented in this document was tailored for collecting data from school principals in Rhode Island. The introductory language, definition of terms, and survey questions are specific to collecting information from principals in that state.

In adapting the survey, future users should first revise the introduction so that it describes the purpose of the survey, why it is important for principals to complete, and how the data will be used. Second, users should revise the definitions to reflect local and regional terms so that principals can refer to the definitions when responding to the questions. For example, the definition of an English language learner teacher may vary from state to state and should be tailored by users. Finally, users should review the survey items to ensure that the items refer to the users' locale, region, or state. In particular, users should review items 6, 7, and 8 to ensure that all relevant English language learner instructional models and relevant types of staff members are represented and should revise items 11, 12, and 15 to capture the types of professional development offered on the education of English language learner students. In addition, users should revise the language in items 33 and 34 to refer to local, regional, or state regulations.

The survey is not recommended to be used for high-stakes decisions, including principal evaluation or program funding. Data should be evaluated in aggregate for program-, state- or region-level decisions on topics such as professional development needs and other supports for principals

The Rhode Island Version of the English Language Learner Program Survey for Principals

The Rhode Island Department of Education is conducting a survey to gather information about school policies and practices for educating ELL students. Your participation in the study will provide us with important information that we can use to develop meaningful and effective professional development opportunities for principals. The survey will take about 15–20 minutes to complete.

- The survey asks about your school's policies and practices for educating ELL students, the amount and types of professional development related to ELL education that principals have received and would like to receive, your familiarity with state guidelines and standards for ELL student education, and your beliefs about the education of ELL students.
- Any information you provide will be maintained in a secure manner. Your responses will be collected through a secure survey delivery system, and only authorized project staff will have access to the study data.
- Any reports created from the survey will not include any information about individuals or individual schools; the data will be combined with data from other schools in Rhode Island to create an overall state profile.
- As with any online activity, there is a slight risk that your answers could be accessed by someone. To minimize this possibility, data will be stored on secure servers.
- Completing the survey is voluntary. You may skip any questions you do not want to answer or stop at any time.

Definitions of terms used in the Rhode island survey

English language learner (ELL). A student (1) whose first language is not English or who speaks a variety of English, as used in a foreign country or U.S. possession, that is so distinct that ELL instruction is necessary, (2) who is now learning English, but (3) who has not yet attained enough proficiency in English to allow him or her to fully profit from content area instruction conducted only in English.

Former English language learner (former ELL). A student who has attained enough proficiency in English to allow him or her to fully profit from content-area instruction conducted only in English and who has thus transitioned from an ELL program to a general education program.

ELL teacher. An elementary or secondary teacher who holds either a Rhode Island ESL certificate or a Rhode Island certificate for the level and subject in which he or she teaches and a Rhode Island endorsement as an ESL teacher or bilingual teacher or content-area teacher of ELLs.

ELL teacher assistant. A teaching assistant who works under the supervision of an ELL teacher and an ELL coordinator or administrator. ELL teacher assistants must demonstrate proficiency in English on the state paraprofessional test as well as proficiency in at least one of the predominant languages of the district's ELL student population. Demonstrated training in culturally responsive education practices may be substituted for proficiency in at least one of the predominant languages of the ELL student population.

Response to intervention (RTI). The practice of providing high-quality instruction and intervention matched to student need, monitoring progress frequently to make decisions about change in instruction or goals, and applying child response data to important educational decisions.

Academic English. The English language ability required for academic achievement in situations such as classroom lectures and textbook reading assignments.

Social English. The English language ability required for face-to-face communication, often accompanied by gestures and relying on context to aid understanding.

Please answer the questions below. Your responses will be kept strictly confidential. The Rhode Island Department of Education will use data from the survey to help determine what professional development opportunities to offer principals. All information will be reported in aggregate and will not be traceable to a specific respondent. There will be no direct consequences to you or your school as a result of your responses.

Section 1. Background, policies, and practices

Principal background questions

1. How long have you been principal at your current school?

- | | |
|---|--|
| <input type="checkbox"/> Less than 1 year | <input type="checkbox"/> 4–5 years |
| <input type="checkbox"/> 2–3 years | <input type="checkbox"/> More than 5 years |

2. Prior to becoming principal at your current school, did you serve as principal at another school?

- | | |
|------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|------------------------------|-----------------------------|

3. In total, how many years have been principal at any school? Your best estimate is fine.

[Dropdown menus will be used for a continuous response option starting with “less than 1 year”]

ELL and former ELL student populations

4. What percentage of students in your school are English language learners (ELLs)? Your best estimate is fine.

[Dropdown menus will be used for a continuous response option starting with “less than 5 percent”]

5. What percentage of students in your school are former ELLs? Your best estimate is fine.

[Dropdown menus will be used for a continuous response option starting with “less than 5 percent”]

ELL program types and responsibilities

6. In your school, which ELL instructional models are currently used? (Check all that apply)

- English as Second Language (ESL)
- Sheltered Content Instruction
- Collaborative ESL and general education
- Bilingual education
- Two-way/dual language
- Newcomer program
- Don't know
- Other (please specify) _____

7. In your school, which staff members are primarily responsible for the education of ELLs? (Check all that apply)

- ELL teacher(s)
- ELL teacher assistant(s)
- General education teacher(s)
- Guidance counselor(s)
- Assistant principal(s)
- Principal
- Other (please specify) _____

8. In your school, which staff members are primarily responsible for the education of students dually identified as ELL and special education? (Check all that apply)

- ELL teacher(s)
- Special education teacher(s)
- ELL teacher assistant(s)
- Special education teacher assistant(s)
- General education teacher(s)
- Guidance counselor(s)
- Assistant principal(s)
- Principal
- Other (please specify) _____

Professional development

9. In the past five years, have you received professional development that is specific to the education of ELLs? [Skip logic will be used]

- Yes
- No
(skip to question 12)

10. In the past five years, how many hours of professional development have you received in total that is specific to the education of ELLs?

- 1–2 hours
- 3–4 hours
- 4–6 hours
- 6–8 hours
- More than 8 hours

11. In the past five years, in which of the following areas have you received professional development that is specific to the education of ELLs? (Check all that apply)

12. In which of the following areas would you like to receive professional development that is specific to the education of ELLs? (Check all that apply)

a. Second language acquisition	<input type="checkbox"/>	<input type="checkbox"/>
b. Culturally responsive education practices	<input type="checkbox"/>	<input type="checkbox"/>
c. Family and community involvement strategies	<input type="checkbox"/>	<input type="checkbox"/>
d. Research-based instructional methods for ELLs	<input type="checkbox"/>	<input type="checkbox"/>
e. Assessment practices for ELLs	<input type="checkbox"/>	<input type="checkbox"/>
f. ELLs in special education	<input type="checkbox"/>	<input type="checkbox"/>
g. ELL teacher evaluation	<input type="checkbox"/>	<input type="checkbox"/>
h. Evaluation of general education teachers with ELLs in their classroom	<input type="checkbox"/>	<input type="checkbox"/>
i. The WIDA English Language Development Standards	<input type="checkbox"/>	<input type="checkbox"/>
j. The Rhode Island ELL program exit criteria	<input type="checkbox"/>	<input type="checkbox"/>
k. The Rhode Island ELL identification process	<input type="checkbox"/>	<input type="checkbox"/>
l. Response to intervention (RTI) for ELLs	<input type="checkbox"/>	<input type="checkbox"/>

13. In the past five years, have you received other professional development that is specific to the education of ELLs?

- Yes (please specify) _____
- _____
- _____
- No

14. As principal, are there *other* areas in which you would like to receive professional development that are specific to the education of ELLs?

- Yes (please specify) _____
- _____
- _____
- No

15. Rank the following topics to indicate the areas in which you, as principal, would like to receive professional development. (Use 1 to indicate the topic you are most interested in and 12 to indicate the topic you are least interested in.)

- ___ Second language acquisition
- ___ Culturally responsive education practices
- ___ Family and community involvement strategies
- ___ Research-based instructional methods for ELLs
- ___ Assessment practices for ELLs
- ___ ELLs in special education
- ___ ELL teacher evaluation
- ___ Evaluation of general education teachers with ELLs in their classroom
- ___ The WIDA English Language Development Standards
- ___ The Rhode Island ELL program exit criteria
- ___ The Rhode Island ELL identification process
- ___ Response to intervention (RTI) for ELLs

Monitoring ELLs and former ELLs

16. Does your school have a system in place for monitoring the *English proficiency levels of ELLs*? [Skip logic will be used]

- Yes
- No (skip to question 18)
- Don't know (skip to question 18)

17. How does your school monitor the *English proficiency levels of ELLs*? (Check all that apply)

- Course grades
- State-mandated English proficiency exams (for example, ACCESS for ELLs)
- State or local content area assessments (for example, reading or mathematics assessments)
- Input from teachers
- Input from parents
- Other (please specify) _____

18. Does your school have a system in place for monitoring the *academic progress of ELLs*?
[Skip logic will be used]

- Yes No Don't know
(skip to question 20) (skip to question 20)

19. How does your school monitor the *academic progress of ELLs*? (Check all that apply)

- Course grades Input from parents
 State or local content area assessments (for example, reading or mathematics assessments) Data from the response to intervention process
 Input from teachers Other (please specify) _____

20. Does your school have a system in place for monitoring the academic progress of *former ELLs*? [Skip logic will be used]

- Yes No Don't know
(skip to question 22) (skip to question 22)

21. How does your school monitor the academic progress of *former ELLs*? (Check all that apply)

- Course grades Response to intervention data screeners and progress monitoring tools
 State or local content area assessments (for example, reading or mathematics assessments) Other (please specify) _____
 Input from teachers _____

- Input from parents _____

Teaching ELLs

22. In your school, do ELL teachers write student learning objectives based upon student growth in	Yes	No	Don't know
a. Language development?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Academic content areas such as mathematics and reading?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. In your school, do teachers who are not ELL teachers but who have ELLs in their classrooms write student learning objectives based upon their ELL students' growth in:	Yes	No	Don't know
a. Language development?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Academic content areas such as mathematics and reading?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Response to intervention

24. Are ELLs in your school provided with response to intervention (RTI) services?
[Skip logic will be used]
- Yes No (skip to question 30) Don't know (skip to question 30)
25. Does your school differentiate between RTI services for English language proficiency and RTI for content-area mastery?
- Yes No Don't know
26. Do ELLs in your school receive RTI services targeted to their English language development needs?
- Yes No Don't know
27. When RTI services are provided to ELLs in your school, is RTI screening offered with appropriate linguistic support?
- Yes No Don't know
28. When RTI services are provided to ELLs in your school, do RTI and ELL teams meet regularly to discuss at-risk ELL students?
- Yes No Don't know

29. When RTI services are provided to ELLs in your school, are ELL teachers included as members of the RTI team(s)?

- Yes No Don't know

Challenges related to the education of ELLs

30. For each of the following, please indicate the degree to which it is a challenge in your school.

	Not a challenge at all	Slight challenge	Moderate challenge	Significant challenge
a. Identifying ELLs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Monitoring the English proficiency levels of ELLs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Monitoring the academic progress of ELLs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Monitoring the academic progress of former ELLs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Evaluating ELL teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Evaluating teachers who are not ELL teachers but who have ELLs in their classrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Engaging the parents of ELLs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Applying ELL program exit criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Implementing response to intervention (RTI) services with ELLs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Implementing ELL instructional models as they are intended to be implemented	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Making time for general education teachers to collaborate with ELL teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Lack of resources available to devote to the education of ELLs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

31. Are there other significant challenges in your school relating to the education of ELLs?

- Yes (please specify) _____ No

Section 2. Familiarity with research and state guidelines

32. How familiar are you with the research on effective instructional practices for ELLs?

- Not familiar at all Somewhat familiar
 Not very familiar Very familiar

33. How familiar are you with each of the following as outlined in the Rhode Island Regulations Governing the Education of ELLs?

	Not familiar at all	Not very familiar	Somewhat familiar	Very familiar
a. ELL entrance and exit criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. ELL program standards concerning research-based instructional practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. ELL program standards concerning alignment with Rhode Island's grade-level expectations and grade-span expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. ELL program standards concerning the provision of specialized language instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. ELL program standards concerning equitable access to services and materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. ELL program standards concerning personnel and resource requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. ELL program standards concerning teacher certification and endorsement requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. ELL program standards concerning the distribution of ELL students among school facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. ELL program standards concerning student attainment of English proficiency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. ELL program standards concerning Rhode Island graduation-by-proficiency requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. ELL program standards concerning the use of student achievement data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

34. How familiar are you with each of the following?

	Not familiar at all	Not very familiar	Somewhat familiar	Very familiar
a. The Rhode Island Regulations Governing the Education of Children with Disabilities, as they relate to ELLs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The WIDA English Language Development Standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Interpreting scores from the ACCESS for ELLs English proficiency assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 3. Beliefs

Language acquisition

35. Please indicate the extent to which you agree or disagree with the statements about language acquisition for ELLs.

	Strongly disagree	Disagree	Agree	Strongly agree
a. The acquisition of English is aided by the development of native language literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. ELLs learn English best when they are immersed in an English-only environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Teaching ELLs to read in their native language promotes higher levels of reading in English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Providing native language support for ELLs helps them to learn academic content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. For both ELLs and native English speakers, the acquisition of academic English is critical to success in content areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. ELLs typically develop social English proficiency (for example, ability to speak English with their peers) more rapidly than academic English proficiency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. ELLs who speak English fluently on the playground should be moved into a general education classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Teaching ELLs

36. Please indicate the extent to which you agree or disagree with the statements about teaching ELLs.	Strongly disagree	Disagree	Agree	Strongly agree
a. When teaching content to ELLs, teachers should modify their instruction to account for ELL students' level of proficiency in the language of instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Teachers who are not ELL teachers, but who have ELL students in their classrooms, need special training to teach ELLs effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. If a teacher is effective with general education students, they will be effective with ELLs as well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. When teaching content to ELLs, teachers should be encouraged to draw on the cultural experiences of the ELL students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Teachers are most effective when they understand the cultural backgrounds of their ELL students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Teachers should acknowledge cultural differences when making sense of ELL student behaviors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. The strategy that a teacher uses to discipline an ELL student should depend on that student's cultural background	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Teachers with ELLs in their classrooms should be trained in culturally responsive education practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Teachers with ELLs in their classrooms should be trained in how to communicate with the parents of ELLs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. School leaders should work to build partnerships with ELLs' families and their communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ELL students and learning disabilities

37. Please indicate the extent to which you agree or disagree with the statements about ELLs and learning disabilities.	Strongly disagree	Disagree	Agree	Strongly agree
a. ELLs who have a harder time learning English than their ELL peers tend to have learning disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. ELLs without learning disabilities will benefit from the same interventions as general education students with learning disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. ELLs with learning disabilities should receive the same types of interventions as general education students with learning disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix A. Related literature

Although a number of student-level factors have been shown to be associated with English language learner student achievement, including immigrant and disability status, gender, country of origin, first language, and socioeconomic status (Parker, O'Dwyer, & Schamberg, 2011; Sánchez, Ehrlich, Midouhas, & O'Dwyer, 2009), education researchers and policymakers have also sought to identify school-level characteristics that predict positive outcomes for English language learner students. For example, Hakuta, Butler, and Witt (2000) found that in California and Canada, English language learner students attending schools with higher percentages of students eligible for free or reduced lunch, on average, had lower English proficiency attainment. Parker, Louie, and O'Dwyer (2009) found that poverty levels and the percentage of racial/ethnic minority students in New Hampshire, Rhode Island, and Vermont schools were significant predictors of English language learner student scores on statewide math assessments in grade 8 but not in grade 5—and not in either grade for reading. Sánchez et al. (2009) found that among grade 10 Hispanic students in Massachusetts, a number of school-level characteristics were significantly associated with differences in reading and math scores: Higher dropout rates and higher percentages of Hispanic students, students from low-income households, students with disabilities, and English language learner students were all associated with lower scores.

While important predictors of English language learner student achievement, few of these school-level characteristics are malleable, leading education policymakers to search for effective practices and policies that can be implemented at the school level to increase English language learner student achievement. For example, several studies indicate that schools should have systems for monitoring English language learner student achievement (Montavon & Kinser, 1996; National High School Center, 2009; Zehler et al., 2008) and that these systems should use formative assessments for identifying English language learner students who require additional instructional support and for differentiating instruction (Gersten et al., 2007).

Other research suggests that schools implement rigorous, research-based instructional techniques with their English language learner students (National High School Center, 2009; Rivera et al., 2010) and that instructional techniques should emphasize the development of academic English (Gersten et al., 2007). There is also evidence that schools should have entrance and exit criteria for programs for English language learner students, as well as trained personnel who can apply the criteria consistently (Hill & Flynn, 2004; Tung et al., 2011; Zehler et al., 2008). Finally, while some studies point to the importance of professional development for teachers of English language learner students (National High School Center, 2009), others suggest that schools should implement professional development programs that target principals and other school leaders as well (Hill & Flynn, 2004; Horwitz et al., 2009).

School-level policies and practices typically emanate from school leaders, and education researchers are pointing increasingly to the important role that principals play in educating English language learner students. Tung et al. (2011) found that principals in consistently high-performing schools could clearly articulate their school's policies for English language learner students to school staff, model the behaviors and attitudes they expected teachers to adopt, and communicate a clear vision of high expectations for learning outcomes. Other studies highlight the important role that principals play in developing the

capacity of their teachers and staff to communicate with the parents of English language learner students through improving their own cultural competence and the competence of their teachers and staff (Hill & Flynn, 2004; Tung et al., 2011). Other studies suggest that school leaders are often primarily responsible for designating the staff that oversee their school's program for English language learner students (Wrigley, 2000).

The research outlined here suggests that a number of school-level factors are related to English language learner student achievement, including school policies and practices and principal leadership. Once the English Language Learner Program Survey for Principals is administered, data from the survey will provide states with information on a number of these factors. The survey data can also be used to inform future studies and to help inform states' decisions about programs, including professional development offerings for principals. Moreover, states will be able to look at associations between student achievement and specific school practices (both English proficiency and performance on state-level content assessments) once they have school-specific data. Ultimately, data from the survey will allow states to review and alter policies related to the education of English language learner students.

Appendix B. Developing the survey

The Regional educational Laboratory Northeast and Islands (REL-NEI) project team used seminal survey development resources such as Fowler (2008), Fink (2012), Groves, Fowler, Couper, and Lepkowski (2009), Rea and Parker (2005), Marsden and Wright (2010), and Dillman, Smyth, and Christian (2008) to guide the development of the survey instrument. The goal was to ensure that the survey elicits useful, valid (truthful), and reliable (consistent) responses. The project team adopted a four-stage design process that relied on close collaboration between the project team and the project's advisory committee. The four stages are described below.

Developing the survey table of specifications

The REL-NEI project team held several meetings with the advisory committee to generate the list of domains that the survey would measure. From the list of domains, the project team developed a table of specifications (see table 1 in the main report) that served as the basis for developing survey items in the next stage.

Developing and refining a pool of survey items

In this stage the REL-NEI project team developed a large pool of survey items so that the domains outlined in the table of specifications would be covered completely. To ensure complete coverage, the team included in the pool many more items than were necessary or could be administered. Members of the advisory committee then reviewed the pool and gave the project team feedback. This process was used to evaluate the items' face validity and content validity.

The project team refined the item pool based on the feedback. For example, items not essential for representing the domains were removed, and the wording and format of the retained items were revised as needed. Decisions were made about the response options for items that required numeric responses (years, percent, and the like) and items that required principals to endorse statements using Likert-type options. Four-point, forced-choice Likert scales were adopted to provide response variability and to maximize the information derived from the survey. (See Allen and Seaman, 2007, for more on Likert scales.) The iterative process continued until the project team and advisory committee agreed that the item pool covered the domains completely and was a reasonable size (that is, it could be administered without overburdening the respondents). The refined item pool formed the first draft of the survey.

Pretesting the pool of survey items

At the pretest stage the REL-NEI project team administered the first draft of the survey to a small, convenience sample of two principals and former principals. After the draft survey was complete, the project team asked the respondents to give feedback on the domains, the content and format of the items, and whether the language would be consistently understood by others. The project team then used the feedback to make more revisions to the draft. At the end of this stage the project team had the final draft of the survey and a map between the items and their domains (see table 1 in the main report).

Finalizing the survey

In the final stage of survey development the REL-NEI project team developed a paper-and-pencil version of the survey. Stakeholders planning to administer the survey will be asked to select an online data collection system (for example, in-house, Google Apps, Survey Monkey, Zoomerang), and the project team will help transfer the survey items. The online survey administration system will facilitate complex branching, reducing the burden on respondents; allow state leaders to collect data remotely from large numbers of principals; bypass the costs of data entry; allow instant, automatic summaries of responses; and build state capacity for revising the survey as new domains of interest emerge. The project team will also provide state leaders with guidance for ensuring high response rates, as well as a template for summarizing and analyzing the data.

Notes

1. This document contains the Rhode Island version of the survey, which contains some language specific to Rhode Island. Should Connecticut decide to survey its principals, the REL-NEI project team will work with the core planning group member from Connecticut to replace the language.
2. The following English Language Learner Alliance members were integral to the development of the surveys: Megan Alubicki (Connecticut), Mary Enright (Connecticut), Karen Lapuk (Connecticut), Maria Mansella (Rhode Island), Jennifer Marino (New Hampshire), Robert Measel (Rhode Island), Pedro Mendia-Landa (Connecticut), Patricia Morris (Rhode Island), and Marie Salazar Glowski (Connecticut).

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