

**Needs Assessment Report:
Sheltered English Immersion (SEI) Category Trainings
Massachusetts Department of Elementary and Secondary
Education (MA DESE)**

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Summary
Needs Assessment Report
MA Sheltered English Immersion (SEI) Category Trainings

This report was prepared by Learning Innovations at WestEd for the Office of English Language Acquisition and Achievement (OELAA) within the MA Department of Elementary and Secondary Education (DESE). It reports on perceptions of the SEI Category Trainings held by SEI trainers, experts in the field, school district leaders, English Language Learner (ELL) directors, and English as Second Language (ESL) teachers from 25 districts in the Commonwealth. It also includes information garnered from an online survey that was administered to mainstream teachers who have received SEI Category Training in eight of the 25 districts. The overarching study question the report addresses is: *What are the strengths and areas of need for improvement of SEI Category Trainings in order to provide quality professional development to mainstream teachers to teach English learners in the Commonwealth?*

Nine districts were specifically targeted for data collection based on their representative size (large, medium, small), geographic location in the state (Central, West, East), average percentage of ELLs, and average percentage of low-income students. A total of 25 districts (nine targeted and 16 other districts) participated in the study. The researchers conducted a total of five phone interviews with district leaders and four face-to-face or phone interviews with experts in the field, and held two focus groups for ESL teachers (one in East and one in West), two focus groups for ELL directors (one in East and one in West), and one focus group of SEI trainers. An online survey was administered to teachers in eight targeted districts, and a total of 2,232 respondents participated in the survey. This needs assessment is also guided by a review of related documents provided by the MA DESE that has served to reinforce the recommendations put forth in this report and is supported by a review of the literature on effective practices in teaching ELLs. As such, this report provides baseline data that could be of use for a comprehensive evaluation on the impact of the SEI Category Trainings in the future.

Major findings discussed in the report include:

- SEI Category Trainings need to be more connected with and be at the center of other district professional development activities, as they are currently perceived as a one-time event.
- There is a need for follow-up supports (e.g., coaching or study groups) for teachers after the trainings and alignment with licensure requirements, teacher evaluation, and evaluation instruments (such as classroom observations).
- Participants in interviews and focus groups suggested making training mandatory for teachers and district leaders.
- SEI Category Trainings need to be updated to reflect advances in the field of ESL, to encompass the needs of a wider representation of the ELL population by including instructional and support strategies related to socio-economic, emotional, cultural, and special student populations, such as students with interrupted formal education (SIFE).
- Funding the trainings is a financial hardship for many districts. Oftentimes, district union policies create obstacles to the implementation of trainings. Participants in interviews and focus groups recognized that the OELAA does not have the authority to mandate

trainings in districts, and that there are no consequences for districts that do not show progress in training their teachers, as there is currently no mechanism for accountability for trainings.

The report makes the following recommendations to inform OELAA as it considers changes, revisions, additions, and enhancements to the trainings.

1. Revitalize and re-conceptualize the current SEI Category Trainings. In their current form the trainings provide only the beginning of the foundational knowledge needed to teach ELLs. Consider providing more in-depth professional development supported by current research in the field and increasing the breadth and depth of trainings to include instruction in how to work with beginning proficiency level students, as well as subpopulations of ELLs who represent the range of diversity of second language learners found in districts, schools, and classrooms. Consider a role for ESL teachers in the trainings to share effective strategies and other resources. Encourage the establishment of professional learning communities where ESL and other teachers can come together to promote successful teaching of and learning for ELLs. Include ways in which a student's primary language might impact positively on his/her acquisition of English language and academic achievement.
2. The sequencing and hours allotted to the trainings need to be revised/updated to give teachers the depth and breadth of content, as well as the time necessary to engage deeply and continuously in the subject matter. Consider offering a menu of flexible workshop formats that teachers can participate in over time. Identify ways in which districts can partner with one another to offer trainings for their teachers in the most effective sequence.
3. Create a system of oversight to achieve quality control of trainings and trainers. Devise an online system to document and track important feedback from the SEI trainers and ways to determine the needs of the mainstream teachers after they receive the training.
4. As OELAA is limited in what it can currently accomplish with the trainings, it should consider outreach to other departments within the MA DESE as well as to the MA Board of Education to find ways to share the responsibility of SEI Category Trainings across departments and governing structures.
5. As there are many limitations and obstacles that districts and schools face regarding the implementation of the trainings, districts need to partner with the DESE, each other, and teacher union leadership to devise a systemic way to make SEI trainings a part of teachers' ongoing professional development.

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Introduction

This report presents findings of a needs assessment study of Sheltered English Immersion (SEI) Category Trainings for the Massachusetts Department of Elementary and Secondary Education (MA DESE). Learning Innovations at WestEd collaborated with the Office of English Language Acquisition and Academic Achievement (OELAAA) at MA DESE between January and June 2011 to assist the MA DESE in identifying the strengths and weaknesses of the SEI Category Trainings (used interchangeably in this report as SEI Trainings) and to formulate recommendations for specific revisions to the trainings, including the rationale for any changes. The purpose of the needs assessment is to ascertain the nature and degree of congruence between the current implementation of SEI Category Trainings with the desired SEI training performance outcomes, stated by MA DESE as “improvement in teaching strategies and classroom practices targeting ELLs” and focuses on whether current SEI Category Trainings are addressing those needs. The needs assessment study addresses five objectives agreed upon by OELAAA and Learning Innovations at WestEd:

1. ***To provide essential formative evaluation data to the MA DESE leaders*** concerning the quality of SEI Category Trainings
2. ***To identify and confirm major issues to be examined through further analysis*** of SEI Category Trainings
3. ***To provide expert guidance to inform the development of recommendations regarding*** all aspects of the SEI Category Trainings
4. ***To provide data-based recommendations*** for future direction and evaluation and
5. ***To promote broader awareness and a common understanding*** across the MA DESE of the strengths and weaknesses of the SEI Category Trainings

The needs assessment process involved the following activities:

- Developing the study objectives
- Conducting a literature review
- Formulating and refining the study questions
- Selecting appropriate research methodology
- Developing an online survey instrument to collect data from mainstream teachers in targeted districts who have participated in at least one Category Training
- Developing protocols for interviews and focus groups
- Reporting and analyzing the data and writing the report
- Presenting findings and recommendations.

Learning Innovations at WestEd performed the following data collection activities for the needs assessment:

- ***Conduct phone or face-to-face interviews*** with superintendents and/or designees of targeted districts and with higher education scholars and researchers in the field of second language acquisition;

- **Conduct focus groups and interviews** with individuals involved in the SEI Category Trainings including: SEI trainers, ELL directors, and ESL teachers
- **Conduct an online survey** for mainstream teachers from targeted districts who have participated in at least one of the SEI Category Trainings and for teachers who have not taken the SEI Category Trainings

Context for SEI Category Trainings

Since 2002, the official program model for most English Language Learners in Massachusetts has been *sheltered English immersion* (SEI). When implemented, SEI has two components: “English as a Second Language (ESL) instruction and sheltered content instruction taught in English, with all printed classroom materials in English” (Massachusetts Department of Education, 2008, p. 3). In 2004, the Massachusetts Department of Education¹ organized professional development for mainstream teachers to address their instructional needs to teach ELLs in their classrooms. The trainings are organized into four categories targeting specific topics in a structured sequential manner and designed to be covered in a designated predetermined amount of time for each Category as follows:

- **Category 1:** Second Language Learning and Teaching 10–15 hours of professional development
- **Category 2:** Sheltering Content Instruction 30–40 hours of professional development
- **Category 3:** Assessing Speaking and Listening 10 hours of professional development
- **Category 4:** Reading in the Sheltered Content Classroom 15–20 hours of professional development (Massachusetts Department of Education, 2008, p. 5).

Using a “trainer of trainers” model, each of these SEI Category Trainings is implemented by various providers across the state.

MA DESE recommends but does not mandate that all mainstream teachers participate in the four SEI Category Trainings. Completion of the four trainings is determined by fulfilling the number of seat hours in each category. Teachers who complete all four trainings are deemed qualified to work in a sheltered English immersion classroom (English Language Learners Sub-Committee, 2009).

Availability of well-trained teachers of the state’s ELLs is of great importance to MA DESE. In order to examine English language learner outcomes in Massachusetts, the English Language Learners Sub-Committee of the Massachusetts Board of Elementary and Secondary Education released a report entitled *Halting the Race to the Bottom* (2009). In this report, the Sub-Committee acknowledged several issues of concern, including “[b]road variation in the implementation of the changes [from transitional bilingual education (TBE) to SEI] across the state’s districts” and “gaps in the availability of trained ESL teachers and of teachers trained in the four categories of skills that teachers need to have in order to teach sheltered content” (English Language Learners Sub-Committee, 2009, p. 4).

¹ The MA DOE changed its title to the DESE in 2007.

This needs assessment project compiled a review of the research literature to provide background on what is known about effective practices for ELL education and to inform the data analysis.

Review of Relevant Literature

English language learners (ELLs) are one of the fastest growing student populations in the United States, yet they face a particular set of challenges associated with both language acquisition and content-area instruction (Francis, Rivera, Lesaux, Kieffer, & Rivera, 2006). ELLs are a vast range of students who speak a variety of native languages, come from different cultural backgrounds, and who may or may not have been born in the United States (Freeman & Freeman, 2004; Olsen & Jaramillo, 1999; Ruiz de Velasco et al., 2000). Regardless of formal classification, ELLs consistently perform below native English speakers on assessment tasks that are high in language demand (Abedi, 2004; Spinelli, 2008). According to the U.S. Department of Education, in 2005, the achievement gap between fourth-grade ELLs and their native English-speaking peers was greater than the achievement gap between black and white students (Gersten et al., 2007). At the same time, however, tracking the progress of ELLs through federally-mandated state standardized tests is complicated by inconsistencies in the classification process for language proficiency and the lack of a stable subgroup of ELLs, since students may move out of the formal “language learner” category as their English proficiency improves (Abedi, 2004; Francis et al., 2006).

Effective Instructional Strategies for ELL Students

Previous literature has suggested several ways that teachers could better serve culturally and linguistically diverse students in their everyday practice. For example, advocates of *culturally relevant pedagogy* promote the teachers’ use of classroom instruction based on high standards but also grounded in the cultural or linguistic backgrounds of the students (Ladson-Billings, 1995a, 1995b). In particular, teachers of English language learners should engage in “linguistically responsive pedagogical practices,” which requires “three types of pedagogical expertise: familiarity with the students’ linguistic and academic backgrounds; an understanding of the language demands inherent in the learning tasks that students are expected to carry out in class; and skills for using appropriate scaffolding so that ELLs can participate successfully in those tasks” (Lucas, Villegas, & Freedson-Gonzalez, 2008, p. 366).

Scholars who have conducted overviews of the professional development literature argue for certain key priorities in preparing teachers to work with ELL students. They include building an appreciation of ELLs’ language and cultural differences, an understanding of second language acquisition, being able to adapt curriculum and instruction, and knowing how to integrate content and discipline-specific language and literacy skills into instruction (Dong, 2003; cited in Hutchinson & Hadjoannou, 2011). Most research on effective instructional practices favors some use of native language instruction to support acquisition of English, a focus on phonological awareness, phonics, and vocabulary building, and opportunities to practice academic language (August, 2006; August & Hakuta, 1998; Francis et al., 2006; Gersten et al., 2007; Tharp et al., 2000). These programs must be accompanied by effective use of formative assessments, small-group work, and the explicit teaching of strategies for understanding many forms of language (DeKeyser, 2005; Egi, 2004; Fillmore & Snow, 2000; Francis et al., 2006; Gersten et al., 2007). Programs should be tailored to the specific needs of the language populations and connect home and school environments (August & Hakuta, 1998; Ma, 2002).

Professional Development for Teachers to Work with ELL Students

Most teachers in the United States report that they rarely participate in professional development around instruction for ELL students, leading many to feel unprepared to meet the needs of language learners (Spinelli, 2008). In addition, there is scarce literature on professional development for mainstream or general education teachers who work with ELLs. In one study, Samimy and Romstedt (2010) conducted a needs assessment for content area teachers in Ohio who were working with ELLs. They determined that participating content area teachers were very aware of their lack of knowledge and training to work with ELLs, and they lacked “a cogent framework of second language acquisition and effective ESL instructional theories for integrating language and content instruction” (p. 157). The researchers recommended training content teachers on the basics of second language acquisition; the methods of adapting materials, instruction, and assessments for ELLs; and the impact of culture on students’ academic experiences.

A second study of general education teachers in an urban California district determined that professional development “strongly influenced the strategies that they reported using in their classroom, the language they used to describe strategies and what they perceived to be effective” (Bowers, Fitts, Quirk, & Jung, 2010, p. 105). In this study, the researchers examined how often general education teachers were using research-based strategies that support students’ acquisition of academic English. The researchers found that teachers used explicit teaching strategies related to direct instruction of academic language, comprehension, and metacognition more than strategies related to providing students with comprehensible (language) input or opportunities to practice, suggesting that professional development might provide teachers with more time to learn and practice the latter two strategies (Bowers et al., 2010).

While most research affirms the need for professional development specifically targeted at helping teachers work with ELLs and other culturally diverse students, little research has been conducted on effective principles of ELL professional development. One exception is a comprehensive report by the National Clearinghouse for English Language Acquisition (NCELA) and Language Instruction Educational Programs.

In this report, researchers and practitioners support the utility of models that use coaching, mentoring, and collaboration, as well as models that involve partnerships between schools or districts and institutions of higher education (Casteel & Ballantyne, 2010).

Potential for Positive Impact on Teachers’ Knowledge and Classroom Practice

Effective professional development has the potential to have a statistically significant, positive impact on teachers’ reported knowledge and classroom practices (Wallace, 2009), as well as student achievement (Wallace, 2009; Yoon et al., 2007). Researchers and practitioners propose several components of effective professional development for educators (Garet et al., 2001; Garet et al., 2011; Wei et al., 2009). According to this research, professional development should:

- Be directly focused on content knowledge and pedagogy, allowing teachers to deepen their disciplinary understanding as well as how to convey content to students;

- Engage educators in active learning activities that allow them to make meaning of new practices and skills;
- Be strategically aligned with other school learning objectives, mission, and goals, as well as linked to the district’s priorities for supporting and evaluating educators;
- Be based on the use of data and assessment results;
- Occur in a continuous, work-embedded model, where teachers have the opportunity to practice new learning over time; and
- Occur in a collaborative environment, where teachers have the opportunity to work together and receive support from coaches and mentors.

The above literature informed the design and content of the protocols used for this needs assessment.

Study Questions

The needs assessment study focused on one overall study question and fourteen sub questions.

Overall study question: *What are the strengths and areas for improvement of SEI Category Trainings in order to provide quality professional development to mainstream teachers to teach English learners in the Commonwealth?*

Sub questions:

1. *How useful do teachers who have taken the SEI Category Trainings find them to be?*
2. *How do the SEI Category Trainings help teachers to reach all ELL students in their classroom?*
3. *Are there ELL students not being reached?*
4. *What particular strategies from the trainings do teachers take back to the classroom and why?*
5. *How sustainable are the behaviors/strategies teachers take back to the classroom? After having completed trainings, what strategies are teachers still using?*
6. *Are teachers using the whole range of SEI strategies? If not, why?*
7. *How could the trainings better promote use of a broader range of SEI strategies in the classroom?*
8. *In addition to the sheltering strategies, what do teachers need most to be able to effectively teach ELLs?*
9. *What are the areas of greatest need for additional professional development for teachers who teach ELL students?*
10. *What teaching and learning strategies from the SEI Category Trainings do mainstream teachers and ESL directors report as the most and least helpful to teachers?*
11. *Which strategies are most and least likely to be implemented and/or sustainable in the classroom?*
12. *What teaching and learning strategies used in the trainings do different groups of educators find most and least helpful to teachers?*
13. *How are SEI Category Trainings evaluated? What are the results?*
14. *What are the recommendations for enhancing SEI Category Trainings?*

Methodology

The needs assessment was designed to illuminate program successes, challenges, and issues to be explored through a mixed-methods evaluation approach. The approach involved review of public documents and collection of qualitative and quantitative data from interviews, focus groups, and an online survey of over 2,000 teachers. (See appendices for all protocols.) A mixed-methods approach allows researchers to gather broad input through the survey as well as detailed information and context-specific themes from the qualitative data gathered through interviews and focus groups, and data garnered from the review of documents provided by the MA DESE.

Sample

In order to represent the range of districts in Massachusetts, districts of varying sizes (small, medium, and large) and demographics were chosen: small districts were those with less than 4,000 students, medium districts were those between 4,000 to just fewer than 10,000 students, and large districts were those with 10,000 or more students. In addition to choosing districts by number of students, the process also included a review of the district profiles of 64 Title III districts on profiles.doe.mass.edu/state to arrive at a representative sample across the state based on the following criteria:

- **Location-** representing different geographic areas (Central, West, East) of the state including rural, suburban and urban districts
- **Percentage of ELLs in district-** representing districts with the largest number of ELLs ranging from 40% in the total student population to districts with less than 3% of ELLs as well as districts closer to the overall ELL state average of 7.1%. On average, the targeted districts represent an ELL student population of 17%.
- **Income-** representing a range of income levels from approximately 6% to 90% low income student population in the district. Taking into consideration that ELLs are disproportionately low-income, the overall average of the targeted districts is 54.9% and higher than the state average of 34.2%. (See Table 1 for sample demographics.)

Twelve districts met the criteria and were originally approved by both the MA DESE and the research team to be a part of the sample. However, three districts declined or were unavailable to participate, and the final sample includes 9 of the targeted districts: three large districts, five medium sized districts, and one small district.

Table 1: Demographics of Targeted Title III Participating Districts

District Size (Number of Students)	Geographic Location in State	Average Percenta ge of ELLs	Average Percentage of Low Income Students
Large (10,000+)	1 in Central 1 in West 1 in East	17.4%	54.9%

Medium (4,000<10,000)	1 in Central 1 in West 3 in East	12.32%	47.54%
Small (<4,000)	1 in East	40%	90%

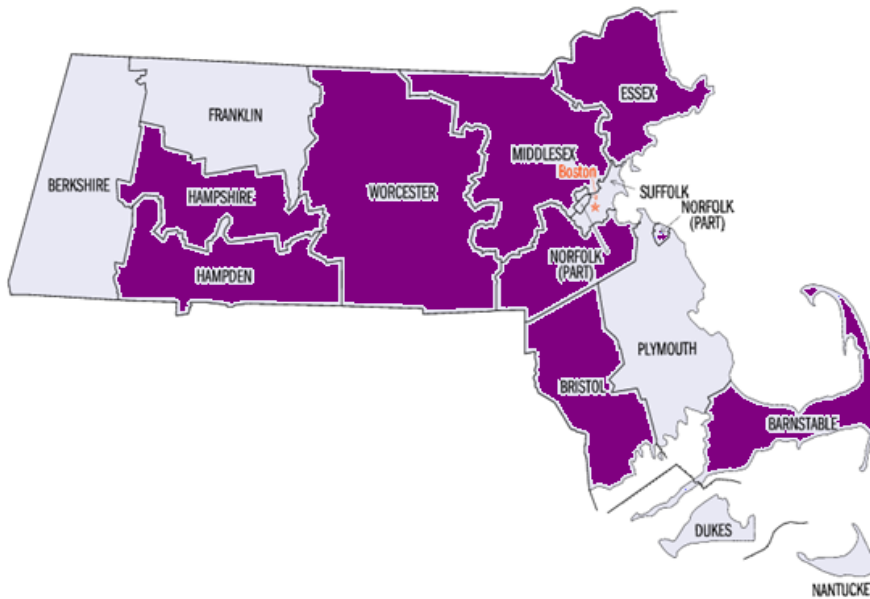
In addition to the nine targeted districts, researchers also sought focus group participation from other districts identified through Massachusetts Association of Teachers of Speakers of Other Languages (MATSOL) contact lists and from MA DESE documentation. These additional districts are considered *other*. Districts under *other* responded voluntarily to an invitation to focus group activities. This resulted in data from a total of sixteen *other* districts participating in the focus groups for ELL directors and ESL teachers along with the targeted district participants. Twelve of the sixteen *other* districts are classified as Title III and four districts are non Title III. Title III funds are distributed to school districts or consortia enrolling 100 or more ELLs. (See Table 2)

Table 2: Number and location of other participating districts

Number of Districts	Geographic Location In MA
10	East
3	Central
3	West

Another way to present the combined *targeted* (9) and *other* (16) districts across the state in the focus group activities is to examine a map showing the eight counties (Barnstable, Bristol, Essex, Hampden, Hampshire, Middlesex, Norfolk, and Worcester) in which the 25 total participating districts are located. (See Figure 1.)

Figure 1: Targeted and other districts participating in data collection activities represented by MA counties. Participants are colored in purple.



Data Collection and Analysis

There are four main sources of data used in this needs assessment project: public documents, interviews, focus groups, and an online survey. Each is described below.

Document Review

The research team collected publicly available documents on the MA DESE website (www.doe.mass.edu) as well as other documents online such as the Commissioner's Memo on 6/15/2004: *Updated Guidance on Participation for Teachers in Sheltered English Immersion Classrooms*. This document served as the primary data source to generate descriptions of the program components of the SEI Trainings Category. Other online resources include the *MA DESE District Profiles* and the *English Language Proficiency Benchmarks and Outcomes (ELPBO)*. Researchers also obtained documents such as *EPIMS (Education Personnel Information Management System- Version 1.3.1) Data Handbook (12.21.10)* directly from the MA DESE. Researchers also reviewed approved syllabi for content and models of delivery of SEI Category Trainings, ascertained the approximate number of mainstream teachers across districts in MA who have taken the trainings, and reviewed current evaluative data available.

Interviews

Between March and June 2011, the research team conducted interviews, in person and over the phone, following a semi-structured protocol. Interviewees were asked to share their experiences with the development and/or inception of SEI Category Trainings, instructional strengths and areas for improvement of SEI Category Trainings, impact on student learning, and summative reflections and future direction. Five phone or face-to-face interviews were conducted with district leaders such as superintendents or their designees, from the targeted districts. In addition, four selected experts in the field of second language acquisition were interviewed by phone or in person. All the experts were chosen for their scholarly research interest and

publication record in issues related to ELLs. In every situation, the protocols (see Appendices) were reviewed and vetted by the MA DESE before their use.

Focus Groups

The research team conducted five focus groups: Two for ELL directors (one in the eastern part of the state and another in the western part of the state), two for ESL teachers (one in the eastern part of the state and another in the western part of the state), and one for SEI trainers from across the state. The focus groups were conducted between May and June 2011 and followed a semi-structured protocol that asked participants to identify their perceptions of SEI Category Trainings, their opinions of implementation and effectiveness of SEI training, and suggestions for future directions regarding the professional development of mainstream teachers working with ELL students. Targeted and other districts were invited to send representation to all focus group activities but no individual was permitted to participate in more than one. Twelve of the other districts (16) are considered Title III and four are considered non-Title III. In total, 28 participants representing 25 districts took part in ELL director and ESL teacher focus groups (see Tables 3 and 4).

Researchers also sought focus group participation from SEI trainers across the state identified through MA DESE files and by MATSOL contact lists. SEI trainers are not necessarily identified with any one district as they cross district lines to give trainings. In total, 15 SEI trainers participated in the focus group specifically designed for them apart from the other focus groups. One of the two facilitators recorded the responses in writing. All notes were reviewed by both researchers for accuracy.

Table 3: Number of targeted districts participating in data collection activities

District Size (Number of Students)	Focus Group ELL Directors	Focus Group ESL Teachers	District Interviews
Large (10,000+)	3	2	0
Medium (4,000<10,000)	2	5	4
Small (<4,000)	0	0	1
Totals	5	7	5

Table 4: Number of *other* districts participating

Other Districts (representing 16 districts)	Focus Group ELL Directors	Focus Group ESL Teachers
N=16	10	6

Online survey

Researchers administered an online survey for mainstream teachers in the nine targeted districts. The SEI Category Training online survey was administered to teachers in select targeted Massachusetts's districts from May 31 through June 30, 2011. The survey provided the opportunity for teachers to share their experience with each SEI Category Training on the following topics: logistics, satisfaction, impact on classroom instruction, impact on student

learning, and summative reflections. WestEd worked closely with the MA DESE to develop the content for the SEI Category Training survey.

In addition to content review to reduce measurement error, the online survey was programmed to reduce sampling error. This was achieved by programming the survey to ask questions of participants only if the content of the question applied to the respondent. For example, only those participants who indicated that they had taken the Category 1 Training were asked about the Category 1 Training. The survey was tested by automated response generator, with a sample size of 100, to assure that participants would only be able to answer questions about SEI Category Trainings that they had taken.

Sample

WestEd worked with the nine targeted districts in Massachusetts to implement the online teacher survey and had participation from two of the three targeted large districts, all five medium sized districts, and the one small district (see Table 5). One large district encountered last minute technology and logistics problems and could not send the survey out to teachers in a timely manner.

Table 5: Number of *targeted* districts participating in the online survey

District Size (Number of Students)	Online Survey
Large (10,000+)	2
Medium (4,000<10,000)	5
Small (<4,000)	1
Totals	8

Administration

Because many schools have competing priorities, schools or districts administered the survey over a one month time frame. Each district superintendent identified a point person or designee to manage the distribution of the surveys to all teachers in the district. Each designee distributed the survey to all teachers in the district with a common invitation written by the researchers. Teachers completed the survey between May 31 and June 30, 2011. District designees were also asked to send a common reminder invitation midway through the administration of the survey. All teachers received these invitations and reminders via email. Teachers were informed that this survey was voluntary and that they would be answering anonymously.

Analysis

After the survey was closed the data were examined and cleaned. Data are reported only for valid responses. Survey analysis is by item, with a frequency (percentage) and a total number of respondents reported for each item on the survey. For many items that relate to respondents' opinions of particular SEI Category Trainings, the sample is specifically the subsample of respondents who took those particular SEI Category Trainings.

Analysis for some items is also disaggregated by district size. In order to examine the opinions of mainstream teachers in small, medium, and large districts, a number of items are reported by subsample determined by the size of the district indicated.

Limitations to the Needs Assessment Study

The needs assessment represents the viewpoints from only a small number of participants in proportion to the number who have experienced the SEI Category Trainings. The knowledge and opinions of the participants interviewed through focus groups and one-on-one interviews may not represent the knowledge or perspectives of all individuals involved with SEI Category Trainings. An additional limitation is that as implementation and delivery of the SEI Category Trainings do not appear to be consistent across the state, the views and opinions of participants are not all based on the same experience with the trainings. Targeted districts were chosen on specific criteria and are not necessarily representative of all state participants. The study relies on the use of self-reported data only and while participants may have attempted to represent their experience and perspective as fairly as possible, they were reporting on events in the past, and may have failed to recall details of their actual experience. Another limitation is that there is a potential for bias in the self-reporting of focus group respondents in the ELL directors' and ESL teachers' focus groups, as many of them are also SEI trainers. This potential bias also extends to some of the experts who were interviewed. Regarding the survey, there are several factors that should be considered limitations including that the survey was actually administered by district staff and not by the research team. While the instructions, messages, and time frame were standardized for participants, the specifics of the administration depended on the technology or other representative appointed by the superintendent, and therefore might have been distributed or collected in slightly different methods in various districts. One district had technical problems collecting the data, reducing the number of possible respondents. Individual trainers handle evaluations of each training separately and in different ways as there is no overall standardized evaluation of SEI Category Trainings.

Findings

Interviews and Focus Groups

Learning Innovations at WestEd staff conducted face-to-face or telephone interviews with a total of 9 individuals, and held focus groups consisting of SEI trainers, ELL directors, and ESL teachers as part of the ongoing data gathering activities of this external needs assessment. Five district leaders and four experts in the field participated in 45 to 90 minute interviews, and 15 SEI trainers, 15 ELL directors, and 13 ESL teachers participated in 90 minute focus groups between March and June 2011. Data from these interviews and focus groups represent an important part of the Needs Assessment of the SEI Category Trainings, to gather feedback from a variety of educational stakeholders across the Commonwealth regarding components such as implementation context, MA DESE oversight, strengths, challenges/constraints, educational impact, evaluation data, recommendations for the future, and support needed.

Interview and focus group participants were asked to share their experiences and give feedback on aspects of the SEI Category Trainings (see Protocols in Appendices A-F). In the design of the interviews and focus groups, we centered our work on the main study question (*What are the*

strengths and areas in need of improvement of SEI Category Trainings in order to provide quality professional development to mainstream teachers to teach English learners in the Commonwealth?) and embedded the sub questions throughout the engagements. We found that information gleaned from the interviews and focus groups did not provide uniform feedback on most of the 14 sub questions due to the lack of evidence on many of the aspects found in the sub questions. On pages 41-44 of the Discussion section of this report we review the findings by themes related to the study questions. To make the study questions more manageable in interviews and focus groups, as well as in coding and reporting, we grouped the questions into four main categories that emerged as themes from the data as follows:

1. Strengths and Challenges of the SEI Category Trainings
2. Impact on Classrooms Practices and Sustainability
3. Promotion of and Involvement in SEI Category Trainings
4. Recommendations for Future SEI Category Trainings from Interviews and Focus Group

The information from the interviews, followed by the focus groups is reported below according to these four topic areas above, first by statements representative of the role group, followed by direct quotes by particular participants, identified by role.

Strengths and Challenges of the SEI Category Trainings

Experts and district leaders attested that the SEI Category Trainings have brought a greater awareness of the presence and needs of ELLs in the schools and districts across the state. However, there was a general consensus across interview and focus group participants that there are numerous challenges in realizing the goals of the trainings and in creating ways to ensure sustainability of practices in classrooms. In this section we report on the strengths cited in all of the interviews and the focus groups, followed separately by the report on the challenges and constraints on the SEI Category Trainings across all interviews and focus groups.

Strengths of the SEI Category Trainings

Interviews: Experts and District Leaders

Experts in the field:

- Three experts indicated that a strength is that SEI Category Trainings had been developed from researched-based best ELL practices at the time although now outdated.

District leaders:

- The majority of district leaders interviewed indicated that SEI Category Trainings have become a priority for their schools/districts and are included as a priority in the School/District Improvement Plans.
- District leaders also indicated that strength of the trainings is that the role of the ESL teacher is perceived to have more value for possessing “expertise” on second language issues. It was reported that ESL teachers are asked to give advice and share appropriate materials for ELLs in their schools.

- District leaders expressed that in some instances there is more collaboration between mainstream and ESL teachers.
- District leaders stated that having in-house trainers is an advantage because there are immediate ways to offer trainings and support for mainstream teachers.
- It was noted by two district leaders that when district leadership participates in trainings themselves they are able to use what they have learned with others in the district to the benefit of ELLs.

Quotes from expert interviewees and district leaders on the strengths of SEI Category Trainings

- *“SEI Category Trainings initiate teachers into the field-a field that is ignored as a whole.” Expert interviewee*
- *“Category Trainings are aligned with our District Improvement Plan. For our school it is a priority.” District leader*

Focus Groups: SEI trainers, ELL directors, and ESL teacher

SEI trainers:

- An SEI trainer stated that strength of the training is the ability of the trainer to model strategies that teachers can use in the classroom.

ELL directors:

- An ELL director noted that the MA DESE Program Quality Assurance (PQA) Coordinated Review strengthens the message and the need to promote and implement trainings as SEI Category Trainings are one of the areas that PQA looks at critically when it conducts the coordinated review of districts. If districts are not making progress in training mainstream staff, they are asked to respond how they will do so in the future.
- An ELL director noted that some district administrators participated in SEI Category Trainings and are now able to use what they learned to promote the trainings in the district to increase awareness of second language acquisition and to help teachers improve instruction for ELLs.

ESL teachers:

- Teachers reported that collaboration among ESL and mainstream teachers was strengthened in districts as a result of the SEI Category Trainings. Approximately one half of the fifteen ESL teachers participating in the focus groups indicated that they collaborate more with classroom teachers who have attended SEI Category Trainings. One ESL teacher said that there has been a shift in the role of the ESL teacher within the school community to that of an “expert.” Another ESL teacher said that she is now asked basic questions regarding ELLs from colleagues.

Quotes from SEI trainers, ELL directors and ESL teacher on the strengths of the SEI Category

Trainings:

- *“Category Trainings are helping teachers to develop a deeper understanding of ELLs.” ESL teacher*
- *“Now there is more collaborative planning in our school.” ESL teacher*
- *“I have noticed some interest among teachers trained to become ESL teachers.” SEI trainer*

Constraints/Challenges of the SEI Category Trainings

All interviewees acknowledged that there are many constraints and challenges related to the SEI Category Trainings. Some of these challenges result from unintended problems that have arisen such as lack of quality control of the SEI initiative with the “mushrooming” of the number of trainings across the state. There are also a number of challenges/constraints identified across interview and focus group respondents suggesting that there is a gap between what services are desired and what exists in the SEI Category Trainings.

Interviews: Experts and District Leader

Experts in the field:

- Many experts indicated that SEI Category Trainings cover minimal ground and represent only the very beginning of knowledge that teachers must possess to teach ELLs effectively. One expert pointed out that the trainings are not developed and implemented based on the precepts of adult learning theory so their potential is not maximized with teachers. Another expert stated that the trainings are “watered down concepts of structured English.”
- Experts reported that the content of the trainings does not promote “high levels of cognitive skills through well-constructed coursework” and do not target content area disciplines such as math, science, etc.
- Experts indicated that the current trainings do not recognize a role for or the benefits of using the student’s home language in the educational process.
- Interviewees also pointed out there is not sufficient reference to parent and community involvement in trainings.
- One expert interviewee responded that “Trainings are not wrapped around a systemic approach, because the training takes place in a vacuum.”
- Experts indicated that the trainings do not address diverse populations of ELLs such as students entering a school system with low or no literacy and with low grade level skills and others who exhibit severe gaps in their learning or little or no literacy in their first language. Interviewees pointed out that there is not enough emphasis on ELLs with disabilities and the best way to identify their needs, as well as ways to differentiate between “language difference” and special needs.
- An expert pointed out that ESL teachers are not targeted to be part of the trainings, so they are not asked to participate in the SEI Category Trainings. They point out that this limits the opportunity for mutual growth across teacher groups. Several experts stated that ESL teachers are not receiving the additional intensive professional development they need to keep up with the field.

District leaders:

- District leaders reported that funding is a major concern as trainers are considered to be expensive. Many district leaders reported not having the funds available to pay teachers to participate in the trainings. However, in one district, it was reported that participation in SEI Category Training is mandatory, and the district offers financial compensation to teachers for 20-25 hours in the summer for training purposes.
- Leaders stated that the SEI Category Trainings are not required for licensure renewal, so there is limited motivation on the part of the teachers to take the trainings.
- District leaders report that there is difficulty in scheduling trainings in sequence because the number of trainers available is limited.
- A district leader stated that there was a shortage of category 2 and 4 trainers, and therefore it is a challenge to find trainers to hold those trainings.
- Two district officials reported hearing from teachers that Category 1 was too long and could have been accomplished in three hours instead of the time allotted, and that some teachers also reported that Category 1 was not useful for their teaching and was considered “a waste of time.” The district leaders’ perception is that Category 1 had minimum impact. While one district leader perceived the Category 3 Training to be not important, another thought it should be the first training delivered in the sequence as it “helps teachers assess their students from day one and that the idea is for all teachers to become assessors of oral language and better able to design instruction around students’ needs.”
- District leaders indicated that they thought that teachers are not able to make the jump from what the trainer presents with what they must do in their classroom practice. Leaders considered this a flaw in the design in the trainings as teachers are not given time during the trainings to plan and try out strategies and receive follow-up feedback. An interviewee stated that trainings do not focus on ways to develop students’ knowledge in content and ways to assess ELL students’ current content knowledge, combined with ways to modify curricula in each content area, so trainings are not as useful as they could be, especially for middle school and secondary teachers.
- District leaders also report that their districts have many different professional development projects that compete with the implementation of the SEI Category Trainings.

Quotes from expert interviewees and district leaders regarding the constraints and challenges of SEI Category Trainings:

- *“Teachers are not prepared through pre-service to understand and be able to address the needs of ELLs.” Expert interviewee*
- *“There is a changing culture in professional development centered on what is happening in classrooms and this is not considered in the design of the trainings.” Expert interviewee*
- *“Trainings have to be on the clock, as the union does not guarantee that teachers will attend on their own time.” District leader*

Focus Groups: SEI Trainers, ELL Directors, and ESL Teachers

SEI trainers:

- SEI trainers raised concerns regarding the content of trainings. There was a concern expressed regarding Category 3. One participant stated: “Most teachers need to understand language proficiency, but no need for a trigonometry teacher, for example, to go through Category 3. There are two types of teachers, those who will benefit and be able to use this information and those for whom this info does not fit their content.” There was consensus that Category 2 needs work and that topics are disorganized. A trainer said that there is “a need to balance amount of work in Category 2 Training because it overwhelms participants.” Some trainers indicated that Category 1 and Category 3 are not of sufficient duration for teachers to develop an adequate skill level to carry over into classroom practice. Several trainers indicated that Category 3 did not give the teachers the skills to assess their ELLs’ speaking and listening proficiencies. Another trainer indicated that there is a lot of redundancy in Category 4b Trainings and writing is not given enough attention. A trainer pointed out that there is nothing explicit in Category 4b about the reasons that the content is important specifically for ELLs, and as most teachers at the elementary level have already had some of this training in other workshops, they feel they are familiar with the concepts and that they are not learning anything “new.”
- Some trainers stated that they use a written evaluation of the trainings and analyze the results by looking for patterns in order to use the feedback for future efforts. However, this does not give them information on sustainability or impact of trainings in the classroom. One trainer described that districts lack clarity on what to do with evaluative feedback on the trainings: “If the district is open to conversation, we spend the time providing feedback and give them the evaluations. Even in districts where the conversation has been welcomed, they do not know what to do with the feedback, what next steps to take. It appears that some trainers do follow up evaluations after the training, while others do not. Some claimed to use the evaluation for Categories 1 and 2 provided with the training manuals. Some trainers stated that they create their own evaluation form and give the results to the district leadership but do not know what happens afterwards. One trainer commented that Category 3 is the only training that requires teachers to take a test at the end. Another trainer felt that the evaluations that are used are “not based on criteria of skills and knowledge covered in the content, and nothing is based on skills and knowledge of what they actually learned.”
- Trainers indicated that there is no venue for them to come together to update trainings, to share learning among trainers, to strengthen content, and to develop ways to make connections to classrooms. Several trainers stated that the sequencing and format of SEI Category Trainings need to be examined. A few trainers stated that there is no mechanism to update trainings as research advances bring new information. The videos

and supplementary materials used in the trainings need updating, revision, and a more-up-to-date format.

- It was reported that the SEI Category Trainings are considered important in just a few districts and less important than other professional development offerings in other districts. It was also noted that teachers in corrective action districts are often not engaged in the trainings in a pro-active way. A trainer claimed: “Sometimes they were told on Monday to show up on Tuesday or to come after school the same day of the training.”
- A district administrator also reported that the union message in some districts has told teachers “to not do anything (tasks for homework) – just show up” forcing trainers to change terminology of tasks-“We stopped saying ‘assignments’ instead we call them ‘activities’.” A participant offered: “Union issues came up this year – first topic was if teachers were ‘required’ to do the assignments, then the district must provide comp time – unless for graduate credit.” A trainer stated that someone filed a grievance over an assignment, and the resolution was that the teacher was awarded a full day for doing the activity because it needed to be typed and formatted.
- The interviews also pointed out the need to clarify what the requirement is for SEI training. Many of the trainers interviewed pointed out that there is confusion about the MA DESE ‘guidance’ on taking the trainings: “There are no teeth to it, too vague, people always ask, are we required to take this?” One trainer said that the MA DESE says it is required, and it will affect Title III funding, but the trainers had no evidence that funding had ever been withheld in a district because trainings were not taking place.

ELL directors:

- Most ELL directors indicated that it was difficult to schedule trainings during the school day due to difficulty in finding substitute teachers to take over classrooms. Several ELL directors indicated that when trainings are scheduled out of school time, there are problems with teachers who pull out of the trainings before they begin. Several ELL directors also claimed that trainings must be canceled due to lack of willing participants, or the number of participants signing up and the actual number taking the trainings is lower than planned. A director stated: “If 20 people sign up, we get 10.” One director stated that the district was cited for not participating in trainings, but principals do not want to give up teachers for the trainings, and some teachers are reluctant to attend trainings.
- ELL directors also reported that there is “push-back from the union leadership” stating that trainings are not “required.” Several directors noted that teachers do not like to come if they do not get paid for doing so.
- Another director stated that it is difficult to change people’s beliefs about teaching ELLs in a few hours of training. The interviewees said it appears to be easier to provide the trainings to districts and schools on “corrective action” or “level 4” status because more importance is placed on the trainings by district and school administration. It was

generally agreed that there were many initiatives within the districts competing with the SEI Category Trainings for teachers' time and resources.

- Interviewees also identified finding qualified trainers as a need. Directors refer to the MA DESE's list of trainers to find trainers. Some directors felt that the quality of the trainers was uneven and affected the delivery and usefulness of the trainings. One director stated "Some trainers are more engaging than others and some teachers check out."
- Follow-up after trainings take place is difficult for many directors, because they do not have the staff nor the time to offer ongoing support to all the teachers who are being trained.
- It was also stated that lack of funding is a challenge if the money is not available to provide the trainings.
- One director said that she had a feeling of frustration because the trainings do not address beginning level students, and classroom teachers need support in knowing what to do with ELLs at that level.
- It was reported that teachers who were trained on the MELA-O in Category 3 are reluctant to administer it to their students in the classroom because they are still not comfortable with placing ELLs along proficiency levels.

ESL teacher:

- Several ESL teachers reported that high school teachers who teach content area subjects are "resistant" to attending trainings because they think the trainings will not be helpful to them as they do not teach "language."
- Several ESL teachers said that schools on corrective action place a lot of emphasis on trainings, but classroom teachers do not feel trainings offer enough useful information.
- Several ESL teachers indicated that SEI Category Trainings were perceived by classroom teachers as less important than other forms of professional development.

Quotes from SEI trainers, ELL directors and ESL teachers on the constraints and challenges of SEI Category Trainings:

- *"In schools that are on 'Corrective Action', the SEI Category Trainings are just one more activity to be checked off the 'to do' list without a real commitment to the trainings themselves." SEI trainer*
- *"There is no accountability attached to the training, teachers are told 'do it if you want'."The district should be made accountable in some way. Audience may be there unwillingly, there is no genuine commitment to bring this back to the classroom." SEI trainer*
- *"Many teachers say they do not have any ELLs in their classrooms because they do not know who, among their students, are ELLs." SEI trainer*
- *"All Category Trainings have weaknesses, and the trainers have to work very hard to*

make them relevant. The videos used are old, and overheads are still being used!"
ELL director

- *"A small number of sensitive teachers who would have come to me [for help] any way have attended trainings, but others who should participate do not see the value of the trainings." ESL teacher*

Impact on Classroom Practices and Sustainability

Interviews: Expert and District Leader

All interviewees acknowledged that there is no or very limited evidence of impact of the trainings on teachers' classrooms practices and no data on how training is affecting sustainability of SEI practices. There is no proof that education has improved for ELLs since the inception of the trainings. There is also no clear evaluative system to measure the impact of SEI Category Trainings.

Experts in the field:

- Experts stated that there is no evidence attributable to the trainings to conclude that ELL student performance is better. One expert expressed the concern that it appears that the failure of ELLs is being normalized. Another expert claimed: "SEI has not been realized in classrooms" because "the training is only as good as it is used and supported and supervised in the system."
- All experts expressed that the lack of follow-up to teachers, schools, and districts hampers implementation of quality programs for ELLs. One expert predicted that the results of the trainings are not currently "sustainable" because the content of trainings does not reflect an approach of addressing "developmental stages with depth and breadth."
- An expert pointed out that trainings are not an outcome-based requirement for both *new* or *licensure renewal* for all educators and therefore, lack sustainability.
- An expert and others pointed out that the trainings are not inclusive of administrators and special educators, so they are left out of the potential that the trainings might have to impact educators in multiple roles.

District leaders:

- District leaders reported that for the most part they did not know if the trainings are having an impact on classroom instruction. One district reported that teachers are slowing down their delivery of instruction and using different instructional approaches but was not able to attribute either one of those strategies to the SEI Category Trainings.
- In most districts, there was reported to be no follow-up support for teachers in their classrooms to help them to "try out" strategies, receive feedback, and sustain improved practice. Although one district reported that ELL coaches provide support to mainstream

teachers to implement SEI strategies, most districts report that they do not have coaches and there is no extended support for teachers after the trainings.

Quotes from experts in the field and district leaders on the impact on classroom practices and sustainability of SEI Category Trainings:

- *“I do not know if expected outcomes are implemented. Principals are the key and many do not know what to expect in the classroom. They expect general protocols that they use with all teachers to fit with ELLs but they do not fit.” Expert interviewee*
- *“This is not a small matter; we are normalizing failure and complain when there are MCAS failures.” Expert interviewee*
- *“We are just beginning the process of getting all teachers trained and have no evidence of impact yet.” District leader*

Focus Groups: SEI Trainers, ELL Directors, and ESL Teachers

SEI trainers:

- SEI trainers cited that the main reason for not being able to determine the long term impact of trainings is due to the lack of follow-up with teachers after SEI Category Trainings take place. It was reported by the majority of trainers that it is difficult for trainings to have impact in the classrooms because there is no job-embedded component to the trainings. When trainers are able to offer a follow-up session, it is met with mixed results from the teachers. One trainer described that there were “no takers” after the trainer attempted to form a study group after the trainings had taken place to discuss classroom implementation of strategies. “Disappointing” was the description the trainer used regarding the failed attempt to get teachers together. Another stated that “There is no formal way to follow up.”
- The exception to the lack of follow-up occurs in one district where the district coaches were sent to a Trainer of Trainers session, and they have been able to do follow-up because their position as coach allows it. In fact, a 5 day summer institute is planned for teachers in the district who have taken Categories 1, 2 and 4.

ELL directors:

- ELL directors stated that it is difficult to measure the impact of the SEI Category Trainings on classroom practice.
- One director stated that it is complicated to measure what is happening in the classroom and to tie it to Category Trainings, because other professional development is going on in the district at the same time.

- A director thought that if a teacher “wanted” to receive the training and was “satisfied” with it that it would have more impact on his/her teaching in the classroom.
- A director offered that although there was not much impact to report, if impact did occur it would more often be seen at the elementary than at the secondary level, as elementary teachers appear to be more receptive to the precepts on which SEI trainings are based.

ESL teachers:

- ESL teachers expressed that it was difficult to state the impact of the trainings in classrooms. The perception of most ESL teachers from what they have observed is that there was little or no impact of the trainings on mainstream teachers’ practices.

Quotes from SEI trainers, ELL directors, and ESL teachers on impact in the classroom and sustainability of SEI Category Trainings:

- *“It is a challenge for a trainer to do follow-up when [the trainer] is committed to a full day of teaching.” SEI Trainer*
- *“I see some classrooms change in empathy for and understanding of [ELL students].” ELL director*
- *“Lots of teachers have had training but from what I see there is no effect [in classroom].” ESL teacher*

Promotion of and Involvement in SEI Category Trainings

Interviewees and focus group participants reported that promotion of the trainings took place at both state and district levels. There is also input and support from individuals representing university and other external partners such as educational collaboratives, and the MA Association of Teachers to Students of Other Languages (MATSOL). District leaders and ELL directors are the most directly involved in promoting and overseeing the SEI Category Trainings in their districts, and they report that ensuring that the trainings are offered and implemented requires a considerable amount of effort, time, and funding.

Interviews: Experts and District Leader

Experts in the field:

- Three of the four experts interviewed have been directly involved in designing the trainings, delivering SEI Category Trainings, or offering sessions for Trainer of Trainers. Some experts report that they have developed hybrid models or combinations of face to face and online versions of the trainings. Others indicated that they offer university credits for some of the trainings.
- Three of the four experts interviewed have advised and assisted the MA DESE on the SEI Category Trainings.

District leaders:

- District Leaders expressed that they play an active role in promoting and being involved in the trainings. Individual interviewees reported that they perform a number of activities related to the trainings in their schools and districts. For some that means working with others in the district such as the ELL director and/or the individual in charge of professional development in the system to offer trainings. Districts with a small number of ELL students do not have the infrastructure of in-house SEI trainers and report that they must recruit from MATSOL, educational collaboratives, or other sources to provide trainings. District Leaders reported that it was a multi-year commitment to provide SEI Category Trainings to all teachers.
- Three out of the five District leaders interviewed claim to have direct responsibility in ensuring that trainings SEI Category Trainings are offered and scheduled either throughout the school year, in the summer, or both. One interviewee spoke of scheduling in such a way that teachers would have time to do the required tasks: “We took two school days separated by a week so that teachers could do the assignments of interviewing students [as required by Category1].” Another district leader said that she employed in-house trainers and also draws from a pool of certified trainer retirees to provide trainings.
- The majority of District Leaders indicated that delivering SEI Category Trainings is part of their district/school improvement plans.
- A district curriculum director reported that she has completed all of the trainings herself and has employed some of the skills and strategies learned in revisions of content area curriculum maps.

Quotes from experts and district leaders addressing their promotion and involvement with trainings:

- *“I have been involved with in-service by teaching 2 courses at the university which mirror Category Trainings 1, 2, and 4.” Expert interviewee*
- *“We do not do SEI Category Trainings at our university, though our courses cover the material in-depth.” Expert interviewee*
- *“We have brought in additional information into the Category Trainings in our Trainer of Trainers sessions to make it more evidence-based.” Expert interviewee*
- *“We hire [SEI] trainers and train them using what we have created.” Expert interviewee*
- *“It has been my goal to have all the teachers trained in Category 1 Trainings.” District leader*
- *“A strategy in our district is to get all teachers trained. We have over 50% [trained] now.” District leader*
- *“All teachers in our school are trained in MELA-O, and all our veteran staff has done Categories 1 and 2.” District leader*
- *“For our school, SEI Category Trainings are a priority.” District Leader*

Focus Groups: SEI trainers, ELL directors, and ESL teachers

All participants of focus groups reported that they have had extensive involvement in SEI Category Trainings through direct promotion, providing the trainings, or working in schools where trainings are taking place.

SEI trainers:

- Many of the SEI trainers who participated in the focus groups are in-house trainers in their districts, and some of them also provide trainings in other districts. There are also retirees from teaching in MA, who continue to be trainers and along with other independent trainers report that they offer trainings on their own. Some of the SEI trainers interact with educational collaboratives or universities. Most trainers have been trained and approved by the MA DESE.
- Prior to trainings, the “independent” SEI trainers stated that they send a proposal out to school districts indicating their needs such as audio-visual equipment and space to hold the sessions. One trainer said that she lists her responsibilities “as a trainer” in providing the trainings and the responsibilities of the district/school in a “letter of understanding that is sent to the district.” Another trainer said she asks districts to fill out a questionnaire asking them to indicate what trainings and which teachers have participated previously and whether or not the district is in corrective action.
- One trainer spoke about going to the districts’ website to find out about demographics and other basic data on ELLs so that he can build it into the training. Some trainers offer SEI Category Training sessions through the Equity Assistance Center (EAC) that are free of charge.
- SEI trainers also reported that they receive referrals for trainings from the MA DESE.

ELL directors:

- Participants reported that the responsibilities under their purview as ELL directors require extensive involvement to ensure that SEI Category Trainings take place. ELL directors indicated that they must take an active role in all aspects of the trainings including: planning the training; collaborating with the district as to what trainings will be targeted; selecting the location where they will take place; organizing and marketing the trainings; subcontracting the trainer; interacting with educational collaboratives (if applicable); and keeping a data base on teachers who have been trained, including specific categories in which they have been trained.
- One director described that she works with the person in charge of professional development in the district to ensure that at the beginning of the school year, teachers receive a packet with a calendar and website with information on trainings. Many directors stated that they send out flyers to remind teachers who have signed up before the trainings take place. Directors report setting up trainings during the school year and in the summer. In one low incidence district, the director explained that she took on the role of “persuader” with teachers and administrators in “selling” the trainings. Several

directors have the related responsibility to place new ELL students with teachers who have been trained.

- Another consideration that directors pointed out in relation to the promotion of the trainings in schools and districts is the amount of directors' time that must be devoted to activities related to the promotion of the trainings. Directors maintained that a lot of their time is taken up by answering questions about the trainings, reminding people, and maintaining the database on participants. One director stated that 50% of her work time was spent on trainings and related issues. Another ELL director estimated that 25% of the work time was spent on trainings.

ESL teachers:

- Many ESL teachers claimed that because they are interested in participating or doing the training themselves, they are able to involve themselves in the training effort, but otherwise they are not required to be involved, as the trainings are promoted to address the needs of mainstream teachers with ELLs in their classrooms. Many of the participants in the ESL teacher focus group have become SEI trainers. Others have inserted themselves in the trainings to offer their support, hoping that more collaboration among mainstream and ESL teachers might become an off-shoot of the SEI Category Trainings.
- In some districts, it was reported that ESL teachers are asked to be part of the training process and to partner with their mainstream counterparts on tasks and activities. Three of the fifteen ESL teachers stated that the SEI Category Trainings are scheduled along with other professional development being offered by the district.

Quotes from SEI Trainers and ELL directors on promotion of involvement in SEI Category Trainings:

- *“They call, we deliver.” SEI trainer*
- *“A district wanting to get out of Corrective Action makes a good incentive in the promotion of Category Trainings.” SEI trainer*
- *“We are all marketers.” ELL director*
- *“I am still educating people as to what [SEI Training] is.” ELL director*
- *“Our district is implementing a four-year plan to train all teachers.” ELL director*
- *“Word of mouth helps [promote] attendance at trainings.” ELL director*

Recommendations for Future SEI Category Trainings from Interview and Focus Group Participants

Interviews: Experts and District Leaders

Experts in the field:

- Higher education teacher preparation programs should be more inclusive of the continuously growing population of ELLs in MA. Teacher preparation programs should

provide coursework on ELL instruction, so that teachers leave their pre-service program with essential foundational knowledge.

- There is a need to tie coursework to licensure and re-licensure requirements.
- The format of the trainings should move to a broader systemic professional development structure with support systems in place to offer ongoing and embedded professional development as well as teacher support for effective inception of strategies.
- Hybrid course formats should be considered.
- There should be a long term plan for the next three years clearly allocating resources for professional development and to begin to phase out current SEI Category Trainings and replace them with a stronger model that reflects research on quality professional development and adult learning theory.
- There needs to be a clear evaluation component to measure the effectiveness of trainings in impacting teaching practices.
- The content of the courses should be more rigorous, as the field is highly complex, with a need to focus on long-term preparation that requires teachers to engage in “intellectual stretching.”

District leaders:

- The pool of trainers should be increased so that districts can offer multiple trainings according to the needs of their teachers.
- New DVDs should be created to facilitate trainings and to depict a variety of student ages, grade levels and backgrounds. As the needs are often different in low and high ELL incidence districts, it is important that the differences are reflected in the DVDs.
- Materials should be developed with grade specific content examples at a variety of grade levels about how to modify curriculum in each content area. Some leaders expressed that it is especially important to address the needs of middle and high school teachers. The trainings should address how to differentiate between learning disabilities and second language development.
- Training should be tied to licensure and re-licensure and include in the teacher preparation program.
- A support network should be created for leadership for all district administrators and principals, and consider developing a walk-through tool focusing on ELL strategies.
- More funding for trainings should be allocated to districts.
- Pathways to bring mainstream teachers together for support and follow-up after training should be created. One leader stated that the Board of Education should offer incentives for teachers to pursue ESL licensure.
- There should be a stringent process for certifying trainers to ensure they are knowledgeable, credible, and skilled at addressing questions and responding to participants.

Quotes from experts in the field and district leaders on their recommendations for changes in the SEI Category Trainings:

- *“Let teachers know this is only the beginning and [professional development] is ongoing.” Expert interviewee*
- *“What I would like to see is teachers well versed in multiple disciplines go beyond superficial.” Expert interviewee*
- *“It is very easy for low incidence teachers to dismiss content of training because most of what they see in training videos applies to high incidence districts.” District leader*

Focus Groups: SEI Trainers, ELL Directors, and ESL Teachers

SEI trainers:

- The number of trainers available should be increased. Training should be offered in a centralized location.
- Eliminate “old-fashioned” overheads and replace them with clear power points.
- Additional professional development for SEI trainers should be offered so that they can continue to grow.
- SEI trainers need explicit instruction regarding the requirements and areas that can be adapted of the trainings.
- The use of technology should enhance and support training.
- Coaching and follow-up components need to be added to the trainings.
- Other models of training should be considered, such as adding an online component or a central presentation by satellite, followed by moderated discussions by trainers in the districts.
- Trainers should be brought together to improve the quality of trainings and to learn and share from each other.
- Administrators and district leaders should participate in the trainings along with teachers.
- There is a need to include information on subpopulations of ELLs such as SPED, SIFE, long term ELLs, and students with emotional and social needs whose needs currently are not fully addressed in the trainings.
- Trainings should be offered in a sequenced order but acknowledge that it is not always possible, as many teachers have no choice but to take them in whatever order the district offers them.
- Trainings should be mandatory.
- Align teacher assignments in the trainings to the content area and grade level of the participating teachers.
- Create a centralized website where teachers can find out about the trainings, where they are being offered, and how they can access them.
- The number of teachers being trained in each session should be kept at a reasonable number rather than conducting sessions with large numbers (40 or more participants).
- Create a standardized evaluation for all trainings.

ELL directors:

- Provide a research brief several times a year with guiding questions and devise ways for possible follow-up.
- Incorporate the needs of a wide range of ELL populations such as SIFE, SPED, life-long learners of English, ELLs with social and emotional issues, and students who come from countries in crisis.
- Provide a forum through the trainings for teachers to share understandings across schools in districts.
- Encourage administrators and district leaders to share the experience of the SEI Category Trainings.
- Create tools such as walkthroughs for supervisors and instructional leaders.
- Add a cultural component relative to newer populations of immigrants not currently referenced in the trainings.
- Establish a system of continuous feedback to the MA DESE regarding needs and suggestions to improve trainings.
- Align trainings with licensure, re-licensure, and the teacher evaluation process.
- Update trainings using the latest research.
- Consider online discussion as a component for Category 4 because, due to its length, it does not offer enough time for discussion and processing of the information.
- Increase funding to districts to enable them to provide trainings.

ESL teachers:

- Provide specialized training for ESL teachers apart from the SEI Category Trainings so that they can grow in the field.
- Redesign SEI Category Trainings for more depth of content and for longer time duration.
- Incorporate ways to examine MA English Proficiency Assessment (MEPA) data and how to use the data to improve instruction for ELLs.
- Increase the focus on writing.
- Combine Categories 1 and 2.
- Provide time during trainings for teachers to reflect on what they are learning, and time to implement strategies in a lesson, and time to report back so as to enhance their learning and sustainability of practices.
- Develop a hybrid format of trainings to include online and face-to-face components.
- Integrate SEI Category Trainings into other professional development across districts and the state.
- Tie SEI Category Trainings to teacher evaluations and re-licensure.
- Add a coaching component to enhance the trainings.

Quotes from SEI trainers, ELL directors, and ESL teachers on recommendations for the SEI
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Category Trainings:

- *“Trainings should be part of licensure.” ELL director*
- *“Trainings need to be legitimized, connected to rewards, increase their status.” ESL teacher*
- *“We need to consider the impact of the Common Core and what it means for the trainings.” SEI trainer*
- *“Get higher education to buy into pre service coursework.” SEI trainer*

Teacher Online Survey Findings and Highlights

Overview

An online SEI Category Training teacher survey was administered in eight (8) of the nine (9) participating Massachusetts’s districts (see Table 1). One district encountered technical problems and could not send the survey out to teachers, so a total of eight districts participated. The online survey provided the opportunity for teachers to share their experience with SEI Category Trainings on the following topics: logistics, satisfaction with various aspects of the training, impact on classroom instruction, impact on student learning, and summative reflections. WestEd worked closely with the MA DESE to develop the content for the survey. The purpose of the survey is to inform the overall needs assessment of the SEI Category Trainings program and complement and supplement information from interviews and focus groups.

Teachers were informed that this survey was voluntary and that they would be answering anonymously. A total of 2,232 respondents participated in the survey. The number of responses to each choice in which respondents could select “as many as apply” is reported as a raw number and as a percentage of the total number of participants who responded to that item. It is important to note that for items pertaining to particular SEI Category Trainings, the sample only includes the respondents who have indicated participating in that Category Training.

Respondents who indicated that they had not taken SEI Category Training are not included in any content analysis for items pertaining to SEI Category Trainings. In some cases, researchers explored disaggregating data by demographic subgroups to present differences in data where possible. In many cases this was not possible due to the type of question asked i.e., questions where the respondents are directed to choose-all-that-apply, and in other cases, after sampling, researchers determined there was no appreciable difference among respondents from different subgroups. Ultimately, the research team chose to disaggregate selected items from respondents by size of district (small, medium and large), but again, this disaggregation did not demonstrate differences in responses among participants related to the size of district.

In this section we have provided a summary of responses to select items that describe: 1) general background of respondents, 2) student population the mainstream teachers teach, 3) respondents’ reasons for participating in the trainings. 4) who did the training, 5) respondents’ interest in more information on ELLs, 6) satisfaction with the trainings, 7) respondents’ perceptions of

impact of the training on teaching, and 8) evidence of impact on student engagement. For a complete analysis of the survey, see Appendix H, (which is not included in the web based version of the report).

General Information on Respondents

Survey Question (by number of question on the survey):

1. *How long have you been a teacher in Massachusetts?*
2. *What grade level do you teach? Choose all that apply.*
3. *What is your main teaching role?*
4. *Which of the following best describes the size of the district in which you teach?*

Of these 2,232 respondents, 54.4% are classroom teachers, 21.9% described their position as other (pre-school teachers or teachers teaching a grade span that included pre-school, guidance counselors, ESL teachers, school administrators, and psychologists), 15.9% are special educators, 5.3% are coaches, and 2.5% are Title I teachers. A majority, or 59.2% of respondents, have been in the profession for over ten years (see Table 1.0 in Appendix H). Sixty five percent of respondents come from large districts (greater than 10,000 students in total), 33.4% from medium size districts (greater than 4,000 but less than 10,000 students in total), and 1.8% from a small district (See Table 4.0 in Appendix H). Respondents also described their students as having no formal education (31.8%) and as having refugee status 25.6%.

Student Population

Survey Question:

5. *Which of the following best describes your ELL students? Choose all that apply.*

Participants were asked to characterize their ELL students choosing all descriptors that apply. Table 6 shows 39.1% of respondents described their ELL students as having come from countries in turmoil, i.e., experiencing unrest, civil strife, or war. Approximately 63% of respondents characterize their ELL students as having experienced interrupted schooling. Another 62.9% characterized their ELL students as having social/emotional needs and 72.2% as having experienced many transitions.

Table 6: Which of the following best describes your ELL students?

# 5 Which of the following best describes your ELL students? Choose all that apply.	Number of responses	% of total number of respondents
ELL students with interrupted schooling	1409	63.2
ELL students with no formal schooling	709	31.8

ELL students with social/emotional needs	1403	62.9
ELL students have experienced many transitions moving location a lot (district, state, country, etc.)	1612	72.2
ELL students who have come from countries in turmoil i.e. experiencing unrest, civil strife, or war	872	39.1
ELL students on refugee status	571	25.6

Reasons for Participating in Trainings

Survey Question:

6. Which of the SEI Category Trainings have you taken? Respondents choose all that apply. (A short description of each is provided_

Table 6.0 in Appendix H identifies the percentage of respondents who participated in each Category Training. Respondents who have participated in more than one Category Training were allowed to select multiple trainings. Of all respondents, 25.4% did not take any SEI Category Trainings. Those who did not take the SEI Category Trainings are not included in any content analysis for items pertaining to SEI Category Trainings. Of all respondents, most (63.2%) took Category 1 Training. Almost half of the respondents (46% and 47%) took Category 2 and Category 3 Trainings respectively. Only 36.4% of respondents indicated that they took the Category 4 Training.

Survey Questions:

7. How did you come to participate in the SEI Category Trainings?

8. In what order or sequence did you take the SEI Category Trainings?

9. Did the sequence in which you took the SEI Category Trainings make a difference to your understanding and mastery of the concepts presented?

When asked how they came to participate in the SEI Category Trainings, 42.3% of respondents said they personally requested to participate. Other respondents indicated that a school administrator (31.4%) or district administrator (26.2%) requested that they participate in the trainings (see Table 7.0 in Appendix H). The majority of respondents (57.3%) took the trainings in whatever sequence they were offered at the time (see Table 8.0 in Appendix H). When asked if the sequence in which they took the trainings made a difference to their understanding and mastery of the concepts presented, 48.2% responded that the sequence did not matter. Thirty percent either did not know or could not comment on the sequence as they had taken only one training (see Table 9.0 in Appendix H).

Information About Trainers and When Trainings Were Taken

Survey Questions:

10. Choose all that apply regarding the Category Trainers that you have taken trainings with.

11. When did you participate in SEI Category Trainings?

When asked to respond to information about the trainer(s) (see Table 10.0 in Appendix H), 84.7% of respondents said the trainer(s) were from their district. The second most prevalent source of trainers was education collaboratives (16.7%), while other trainers came from another district or from the MA DESE. Participants were asked when they took the SEI Category Trainings. As indicated in Table 11.0 in Appendix H, 77.5% of respondents indicated they began taking the trainings at least two -five years ago.

Interest in Additional Information on ELLs

Survey Question:

12. Would you like to receive any additional information on ELLs to add to your knowledge-base that might not have been covered or covered adequately in SEI Category Trainings?

Choose all that apply.

Participants were asked whether or not they would like to receive any additional information on ELLs that might not have been covered or covered adequately in SEI Category Trainings. Table 7 below presents responses on topics for which participants would like more information and the percentage of respondents who chose each item.

Table 7: Would you like to receive any additional information on ELLs to add to your knowledge base that might not have been covered or covered adequately in SEI Category Trainings? Choose all that apply.

# 12 Would you like to receive any additional information on ELLs to add to your knowledge base that might not have been covered or covered adequately in SEI Category Trainings?	Number of responses	% of total # of respondents
Addressing social/emotional needs of ELL students	722	51.6
Reaching out to ELL parents and community	602	43.0
Ways to incorporate ELL students' native languages in the classroom	380	27.1
ELL students with special needs	729	52.1
ELL students below grade level (1 to 2 grades)	611	43.6
ELL students significantly below grade level (3 grades or more)	494	35.3

Differentiating between special needs and the stages of English language acquisition	843	60.2
Content area support in subjects such as math, science, social studies, English language arts, etc.	610	43.6
Other	55	3.9

Respondents were also asked to add topics of their own interest to the provided list of additional information on ELLs. Slightly over two percent of respondents (2.5%) added areas not included in the choices provided. They included the following suggestions:

1. Specific ELL sub groups: deaf students, dyslexic students, students with interrupted formal education (SIFE), early childhood students, students behind more than three grade levels;
2. Information about cultures, values, traditions and languages: including cultural do's and don'ts, community resources, and family background; and
3. Specific grade levels and content areas: kindergarten for beginners, transitioning from elementary/middle school into high school, content area support (health and physical education), students with no literacy or minimal pre-literacy skills, early childhood, math and science.

Satisfaction with Training(s)

Survey Question:

13. Please indicate your level of overall satisfaction with the following attributes of the SEI Category Trainings

A total of ten attributes were provided with a short description (see survey in Appendix G Question #13 for a description of each Category Training). “Interactions/engagement with other participants during the training” received the highest rating with 90.3% either ‘Very Satisfied’ or ‘Somewhat Satisfied’. “Post-training follow-up received the lowest satisfaction rating with 45% choosing either ‘Very Dissatisfied’ or ‘Somewhat Dissatisfied’.

Table 8 describes the overall satisfaction with the SEI Category Trainings.

Table 8: Please indicate your level of overall satisfaction with the following attributes of the SEI Category Trainings.

#13 Please indicate your level of overall satisfaction with the following attributes of the SEI Category Trainings.*	Very Dissatisfied		Somewhat Dissatisfied		Somewhat Satisfied		Very Satisfied		Total	
	Total	%	Total	%	Total	%	Total	%	Total	%
Usefulness of content to your teaching	64	4.2	154	10.1	814	53.4	491	32.2	1523	100.0
Quality of the content provided to you	40	2.6	141	9.3	768	50.6	569	37.5	1518	100.0
Adequacy of pacing of the training	63	4.2	173	11.4	712	47.0	567	37.4	1515	100.0
Methods of communication about trainings	62	4.1	156	10.3	674	44.4	627	41.3	1519	100.0
Schedule of trainings	125	8.3	272	18.0	644	42.7	468	31.0	1509	100.0
Usefulness of materials and hand-outs	61	4.0	200	13.2	761	50.2	493	32.5	1515	100.0
Interaction/engagement with other participants during the training	33	2.2	114	7.5	694	45.8	675	44.5	1516	100.0
Connection/applicability of materials, techniques and strategies from the training(s) to your instruction of ELLs	81	5.4	196	13.0	750	49.9	477	31.7	1504	100.0
Post-training follow-up	154	14.9	306	29.6	393	38.0	181	17.5	1034	100.0
Knowledge/expertise of SEI trainers	44	2.9	105	6.9	640	42.2	728	48.0	1517	100.0

* A short description of each attribute was given. See Category Training survey in Appendix G for details.

Survey Question:

21. Complete the following: In general, the SEI trainings....were better than expected, matched expectations, were worse than expected.

Participants were asked to respond to how well the SEI training matched their expectations. Table 21.0 (Appendix H) shows that 71.2% of respondents said that the SEI Category Trainings matched expectations. Some respondents said that the SEI trainings were better than expected (17.5%) and others chose worse than expected (11.4%). Participants who responded from small districts had a higher proportion of respondents that indicated that the SEI Category Trainings were “worse than expected.” (see Table 21.1 in Appendix H)

Survey Questions:

22. How would you rate the SEI Category Trainers compared to other consultants/service providers?

23. Please complete the following: In general, SEI Training/s: should be mandatory training for all teachers, should be optional training for all teachers, or other.

As seen in Table 22.0 in Appendix H, 67.2% said that the trainers were about the same as other consultants. In table 23.0 in Appendix H, 52.0% of respondents said that the trainings should be mandatory.

Survey Question:

24. In which format would the trainings be most useful?

Table 9 below shows that 67.1% of participants noted that the training should be a face-to-face workshop model. Another 24.5% of respondents said that an online hybrid model (combination of face to face and online) would be most useful. An online option was preferred by 8.5%.

Table 9: In which format would the trainings be most useful?

#24 In which format would the trainings be most useful?	Number of responses	Percent of responses
Face to face workshop model	951	67.1%
Online model	120	8.5%
Online hybrid (combination of face to face and online)	347	24.5%
Total	1418	100.0%

Survey Question:

25. How likely they would you be to recommend SEI Category Trainings to a Colleague.

Table 10 shows that, among the four subgroups of participants who took each of the four SEI Category Trainings, a large majority would be “somewhat likely” or “very likely” to recommend

them to a colleague. Those who participated in the Category 4 Training had the highest proportion of respondents (84.0%) who are somewhat likely or very likely to recommend the trainings to a colleague. Of those who participated in Category 1, 24.6% expressed that they would be somewhat likely or very likely to recommend a colleague.

Table 10: How likely would you be to recommend SEI Category Trainings to a Colleague?

#25 How likely would you be to recommend SEI Category Trainings to a Colleague?	Very Unlikely		Somewhat Unlikely		Somewhat Likely		Very Likely		Total	
	Total	%	Total	%	Total	%	Total	%	Total	%
Category 1*	135	11.0	168	13.6	521	42.3	408	33.1	1232	100.0
Category 2*	60	6.6	94	10.3	353	38.7	405	44.4	912	100.0
Category 3*	81	8.9	105	11.5	364	39.8	364	39.8	914	100.0
Category 4*	42	5.8	74	10.2	243	33.6	365	50.4	724	100.0

*The full name of the Category Training was given in question

Perceptions of Impact on Teaching Practice of Each Training

Survey Question:

15. *Effective Classroom Instruction: Please rate how strongly you agree/disagree with the following statement(s).*

Participants were asked to what degree they agreed or disagreed that the SEI Category Training that they took helped them to improve their teaching of ELLs (Table 11). Only those respondents who had indicated they had taken a particular Category Training were included in the sample for that Category Training item. In general, respondents agreed or strongly agreed that each Category Training helped them to improve their teaching of ELLs. For example, those who took the Category 4 Training had a high percentage of responses strongly agreeing that Category 4 had helped them improved their teaching of ELLs. Approximately 24% of their sample strongly agreed that the Category Training helped them to improve their teaching of ELLs. In the sample of respondents of each Category Training, between 59.7% and 65.2% agreed that the Category Training helped them to improve their teaching of ELLs. The subgroup that participated in Category 1 Training and the subgroup that participated in Category 3 Training had a higher proportion of the subgroup sample of “disagree” and “somewhat disagree” (combined 22.3% and 20.8%) that the Category Training helped improve their teaching of ELLs. Results from all participants are shown below. A higher proportion of participants from the small district strongly agreed that the SEI Category Trainings helped improve their teaching of ELLs (see Table 15.3 in Appendix H).

Effective Classroom Instruction:

Table 11: Please rate how strongly you agree/disagree with the following statement(s):

#15 Effective Classroom Instruction: Please rate how strongly you agree/disagree with the following statement(s):	Strongly Disagree		Disagree		Agree		Strongly Agree		Total	
	Total	%	Total	%	Total	%	Total	%	Total	%
Category 1* helped to improve my teaching of ELLs	49	3.8	240	18.5	812	62.7	194	15.0	1295	100.0
Category 2* helped to improve my teaching of ELLs	25	2.6	95	9.8	634	65.2	219	22.5	973	100.0
Category 3* helped to improve my teaching of ELLs	34	3.6	163	17.2	565	59.7	184	19.5	946	100.0
Category 4* helped to improve my teaching of ELLs	19	2.5	80	10.4	484	63.2	183	23.9	766	100.0

*The full name of the Category Training was given in the question

A similar question was asked about Category 3 Training, which addresses assessment of oral proficiency (see Table 19.0 in Appendix H). Seventy-five percent (75.4%) of respondents somewhat agreed or strongly agreed that they were able to place ELLs along the six level continuum of proficiency of the MELA-O rubric to assess their language skills after completing this training.

Evidence of Impact in Student Engagement and Learning

Survey Question:

18. Impact on student learning: Please rate how strongly you agree/disagree with the following statement(s):

While Table 11 presents the overall level of agreement and disagreement that the Category Training(s) respondents took helped them improve their teaching of ELLs, the question in Table 12 asked teachers to consider formative and summative evidence for Category 1, 2 and 4 Trainings.

Impact on Student Learning:

Table 12: Please rate how strongly you agree/disagree with the following statement(s):

#18 Impact on Student Learning: Please rate how strongly you agree/disagree with the following statement(s):	Strongly Disagree		Somewhat Disagree		Somewhat Agree		Strongly Agree		I do not know **		Total	
	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
As a consequence of my having participated in Category 1*, I have seen improvement in the academic learning of ELLs as evidenced by the formative (white boards, choral response, self and peer assessment, etc) and/or summative assessments (unit tests, quarterly tests, benchmark assessments, MCAS, MEPA, etc)	54	4.2	157	12.1	545	42.2	220	17.0	317	24.5	1293	100.0
As a consequence of my having participated in Category 2*, I have seen improvement in the academic learning of ELLs as evidenced by the formative (white boards, choral response, self and peer assessment, etc) and/or summative assessments (unit tests, quarterly tests, benchmark assessments, MCAS, MEPA, etc)	26	2.7	81	8.4	417	43.5	228	23.8	207	21.6	959	100.0
As a consequence of my having participated in Category 4*, I have seen improvement in the academic learning of ELLs as evidenced by the formative (white boards, choral response, self and peer assessment, etc) and/or summative assessments (unit tests, quarterly tests, benchmark assessments, MCAS, MEPA, etc)	22	2.9	62	8.2	332	43.7	198	26.1	146	19.2	760	100.0

*The Full name of the Category Training was given in the question

** Respondents did not know because they did not have assessment data.

In addition to incepting evidence of impact on student learning in the menu of choices, responses for table 12 also introduced the option of “*I do not know*’. When Table 11 is compared with Table 12, the percentage of ‘somewhat agree’ and ‘strongly agree’ fell from 77.7% to 59.2% in Category 1; from 87.7% to 63.7% in Category 2; and from 87.1 to 69.8 in Category 4 (See Table 13). Table 13 presents a comparison of Table 11 and Table 12 where there is a shift in the percentage of positive responses.

Table 13: Comparison of ‘somewhat agree and strongly agree’ between Table 11 and Table 12

Category Trainings	Table 11* (somewhat agree or strongly agree)	Table 12** (somewhat agree or strongly agree)	Difference between Table 11 and Table 12	Don’t Know (additional option on Table 12 only)
Category 1	77.7	59.2	- 18.5	24.5
Category 2	87.7	67.3	-20.4	21.6
Category 4	87.1	69.8	-17.3	19.2

*Table 11 captures teachers’ responses on whether SEI Category Trainings helped improve their teaching of ELLs.

**Table 12 captures teachers’ responses on whether SEI Category Trainings helped them improve their teaching based on evidence.

Levels of Collaboration

Survey Question:

16. As a result of the training/s, what is your level of collaboration with ESL teacher in your school or district? Choose all that apply.

Participants were asked about the way they collaborate with ESL teacher/s in their school or district as a result of participating in the SEI Category Trainings. Multiple-selection was allowed. Approximately one-third (36.1%) of respondents indicated that there is no formal collaboration with ESL teachers. The most frequently reported level of collaboration was to examine student work (18.5%) respondents. A higher proportion of participants from small districts (Table 16.1 in Appendix H) or 61.6% identified that as a result of the training they collaborate to examine student work and to analyze student data to inform instruction.

Table 14: As a result of the training/s, what is your level of collaboration with ESL teacher/s in your school or district? Choose all that apply. Meet regularly with ESL teacher/s to:

#16 As a result of the training/s, what is your level of collaboration with ESL teacher/s in your school or district? Choose all that apply. Meet regularly with ESL teachers to:	Total number of responses	% of total number of respondents
Examine student work	412	18.5
Analyze student data (MEPA) to inform instruction	333	14.9
Plan for team teaching	313	14.0
Plan for parent conferences	215	9.6
Other	121	5.4
There is no formal collaboration.	806	36.1
Total	2232	100.0

Respondents expanded on their conception of collaboration with ESL teachers by writing in their comments under the category of ‘other’. One hundred twenty one respondents or 5.4% of all survey respondents, shared additional activities not included on the list of choices, expanded on the choices they made, or shed light on the reason for not having any collaboration. Answers were coded according to:

- 1) specific activity for collaboration or purpose for collaboration and
- 2) frequency of collaboration (whether they expressed on-going or sporadic instances of collaboration).

Twenty one percent of respondents under ‘other’ indicated that collaboration and communication between ESL and mainstream teachers occurred sporadically and/or on a need-to-meet basis with 13% identifying issues around special education as the driving force behind the need to collaborate. Another thirteen percent of respondents stated not having ELL students, not having time to collaborate, not having an ESL teacher in their school, or not having the support for their ELL students they needed. Respondents who self-identified as ESL teacher did not specify any collaboration with classroom teachers. Their responses were limited to “I am the ESL teacher.”

Needs After the Training

Survey Question:

17. What were your needs after the training? Choose all that apply.

Participants were asked about their needs after the trainings. Multiple selection was allowed under this question. Table 15 indicates that of all respondents, 48.8% indicated that they would like to observe someone else implement strategies. Another 41.8% indicated that they would

like help implementing strategies in their classrooms, and 36.3% chose follow up sessions with more depth.

Table 15: What were your needs after the training? Choose all that apply.

# 17 What were your needs after the training? Choose all that apply.	Total	% of responses
Help implementing strategies in my classroom	500	41.8
Did not know why some strategies did not work well	94	7.9
Would like to observe someone else implement strategies	584	48.8
Would benefit from a study group	240	20.1
Follow up sessions with more depth	434	36.3
Have an observer provide me with feedback on implementation	221	18.5
Other	134	11.2
Total	1196	

Participants had the opportunity to write in their own responses under the ‘other’ category. 11.2% of respondents included additional information. The most common entries were:

- collaboration with ESL teacher
- how to adapt specific activities to curriculum areas
- help differentiating ESL issues and Special Ed needs
- help with assessment
- need for additional materials
- help communicating with parents

A number of respondents expressed their disappointment with the trainings. A kindergarten teacher expressed that trainings did not fit the needs of her students: “The information was for older ELLs, therefore materials and strategies were not useful or needed much differentiation.” A middle school teacher mentioned needing help in acquiring middle school content materials for ELLs and in adapting those materials.

Brief Summary of Online Survey Findings

Overall, respondents of the online survey found the trainings to be useful in helping them teach ELLs. They also expressed a preference for having trainings with a face-to-face format and that the Category Trainings matched their expectations. A majority of respondents reported that they did not take the SEI Category Trainings in sequence and did not think the sequence in trainings made a difference in their understanding and mastery of the concepts presented. In terms of classroom application of strategies and impact on student learning, respondents reported being positive about the impact of Category Trainings in their ability to teach ELLs, but when asked if they could support their statements with evidence of impact or examples, they did not provide that information.

Discussion

The *Needs Assessment Report of the SEI Category Trainings* prepared for the Office of English Language Acquisition and Achievement within the MA Department of Elementary and Secondary Education seeks to understand the current reality of the SEI Category Trainings according to the perceptions of experts in the field, district leaders, ELL directors, ESL teachers, SEI trainers and teachers who have received the training. The overarching study question for the needs assessment is: *What are the strengths and areas of need for improvement of SEI Category Trainings in order to provide quality professional development to mainstream teachers to teach English learners in the Commonwealth?* The question looks to the areas of strength and needs for improvement of the two main purposes of the trainings, which are to improve classroom teacher practices with their ELLs and to support ways to sustain the use of those effective practices.

The perception of the effectiveness of the trainings in accomplishing the desired outcomes has been examined in a number of ways (through interviews, focus groups and an online teacher survey) and with a cross section from multiple role groups, (state and local leaders, experts, ELL directors, ESL teachers, SEI trainers, and mainstream teachers). As we found, participants of focus groups and interviews were not able to give evidence on the usefulness and sustainability of practices in mainstream classrooms, we shifted our focus in the analyses to themes that emerged during the data collection by collapsing three study question areas (Instructional Needs of Teachers, Addressing All ELLs, Evaluation of Trainings) into the section on challenges/constraints, because that is where the topics emerged during the interviews and focus groups. (see Table 16).

Table 16: Comparison of Themes with Corresponding Study Questions (see pp. 10-11)

Themes	Study Questions
Strengths & Weaknesses	Main question: What are the strengths and areas of need for improvement of SEI Category Trainings in order to provide quality professional development to mainstream teachers to teach English learners in the Commonwealth?
Usefulness & Sustainability of Practices	Sub questions: 1. How useful do teachers who have taken the SEI Category Trainings find them to be? 4. What particular strategies from the trainings do teachers take back to the classroom and why? 5. How sustainable are the behaviors/strategies teachers take back to the classroom? And, After having completed training/s, what strategies are teachers still using? 6. Are teachers using the whole range of SEI strategies? If not, why 10. What teaching and learning strategies from the SEI Category Trainings do mainstream teachers and ESL directors report as the most and least helpful to teachers? 11. Which strategies are most and least likely to be implemented and/or sustainable in the classroom? 12. What teaching and learning strategies used in the trainings do different groups find most and least helpful to teachers?
Instructional Needs of Teachers	Sub questions: 8. In addition to the sheltering strategies, what do teachers need most to be able to effectively teach ELLs? 9. What are the areas of greatest need for additional professional development for

	teachers who teach ELL students?
Addressing All ELLs	Sub questions: 2. How do the SEI Category Trainings help teachers to reach all ELL students in their classroom?; 3. Are there ELL students not being reached?
Evaluation of Trainings	Sub questions: 13. How are SEI Category Trainings evaluated? What are the results?
Recommendations for the Future	Sub questions: 7. How could the trainings better promote use of a broader range of SEI strategies in the classroom?; 14. What are the recommendations for enhancing SEI Category Trainings?

We understand that a needs assessment should provide critical information to assist the Office of English Language Acquisition and Achievement’s decision-making process. We have tried to discriminate between the *needs* (gaps between current and required results) and *wants* (desires) of individuals (Scriven, 1991; Kaufman, 2000, 1992; Watkins & Kaufman, 2002) by keeping the attention of interviews and focus groups on the two purposes of the SEI Category Trainings: To provide mainstream teachers with effective as well as sustainable classroom practices with their ELLs.

The following is a synthesis by study question themes of the perceptions across interviews, focus groups, and teacher online survey respondents on how to narrow the gap between current and required results of the SEI Category Trainings. Many of the issues presented here are also raised in the research literature on effective instructional strategies for ELLs that was discussed in the introduction to this report, such as teachers’ use of classroom instruction based on high standards and grounded in the cultural and linguistic backgrounds of the students (Ladson-Billings, 1995a, 1995b); appropriate scaffolding so that ELLs can participate successfully in learning tasks (Lucas, Vilegas, & Freedson-Gonzalez, 2008); and building an appreciation of ELLs’ language and cultural differences, understanding second language acquisition, being able to adapt curriculum and instruction, and knowing how to integrate content and discipline-specific language and literacy skills into instruction (Dong, 2003).

Review of Findings by Study Questions

Strengths of the SEI Category Training Program

Over 90% of interviewees and focus group participants express that the current content and format of SEI Category Trainings offer a foundation or awareness level on effective teaching of ELLs to teachers in mainstream classrooms. In two of the targeted districts the awareness level has been enhanced by embedding SEI Category Trainings with other related professional development content, assigning coaches to provide support to mainstream teachers after the training and creating structures for collaboration between mainstream and ESL teachers. Three out of four District leaders report that the trainings have become a priority for their school districts and are included in the district’s improvement plan. ESL teachers report that they are gaining respect as a knowledgeable resource for sharing ideas and ELL teaching strategies in their schools. The collaboration among ESL teachers and mainstream teachers has increased in several districts. A majority of teachers responding to the online survey expressed that they perceive that the SEI Category Trainings have helped them to improve their teaching of ELLs.

Needs for Improvement of the SEI Category Training:

The data gathered from interviews and focus groups indicate that individuals are not able to state evidence as to the usefulness and the sustainability of the SEI Category Trainings on teachers' classroom practices. Nor can conclusions be drawn on specific behaviors and strategies that teachers take back to the classroom, nor if teachers are using the whole range of strategies, or even which strategies are the most or least helpful. A weakness identified in the current system of delivery is that there is limited or no follow-up after training is completed with teachers in their classrooms. The system is not currently set up for ongoing dialogue, which might include contact and support for teachers to implement what they have learned in the trainings.

Responses from the online teacher survey point out that in the majority of districts SEI Category Trainings have had little or no impact on improving collaboration between ESL and mainstream classroom teachers and most collaboration is done "sporadically."

Usefulness & Sustainability of Practices

A majority of surveyed mainstream teachers expressed that the Category Training(s) had helped them to improve their teaching of ELLs. When respondents were asked to support their perceptions with evidence from formative and summative sources, over 40% of respondents 'did not know' or changed their response from positive to negative. Data gathered from interview and focus group participants indicate that they are not able to document or give evidence of sustainability of practices presented in the trainings in schools and classrooms. Respondents did not have any evidence to report if teachers are using the SEI strategies whether they find the practices to be helpful, or which strategies are the most likely to be implemented.

Instructional Needs of Teachers

Data from the online teacher survey indicate that mainstream teachers have strong feelings on what they need most to be able to effectively teach ELLs. They have identified areas of greatest need for additional professional development. While teachers found Category Trainings helpful, over 20% of respondents expressed a need to know more about how to implement strategies in their classroom and why the implementation they tried did not work. Others stated they would like to observe someone else implementing the strategies. Respondents who teach content areas expressed a need for help taking what was learned in the Category Trainings and applying it to their specific content area of instruction. Teachers taking the online survey expressed a need to know more about differentiating between special needs and the stages of language acquisition.

Addressing All ELLs

Interview and focus group participants pointed out that the SEI Category Trainings are not reaching all ELL students in their schools and districts, as there are several subpopulations of ELLs whose needs have far-reaching implications. Online survey respondents acknowledged that there are ELL students who present with challenges on many levels, and they need help with understanding the needs and how to teach ELL subpopulations (SIFE, students with social/emotional/cultural needs, and long term ELLs). Respondents who teach pre-K, early childhood, or ELLs at the early stages of language acquisition reported a need to have training or examples during trainings that address their specific student population needs. Teacher online survey respondents also indicate a need to know how to address ELLs with social-emotional needs.

Evaluation of Trainings

Interview and focus group participants across all role groups attest to the lack of a standardized evaluation system for the SEI Category Trainings. Although there are some trainers who do evaluation after the trainings, there is not a standardized way of collecting this information across the trainings. The only Category Trainings that require teachers to take a test to understand if they have acquired the skills presented is Category 3: MELA-O Training. Currently, there is no standardized way to ascertain if strategies presented in the trainings are being internalized and learned by the teachers, or if the strategies are being implemented by teachers in their classrooms.

Recommendations by Respondents

Interview and focus group participants recommended that SEI Category Trainings be more connected with and at the center of other district professional development activities. A critical recommendation offered by all groups include the need for follow up supports for teachers after the trainings, such as, coaching and/or study groups, as well as alignment with evaluation and other instruments used to observe classroom practice. They stated the need to include administrators in these trainings, whether there are parallel trainings specifically developed for them or whether they are included in the current trainings in a purposeful manner. Interview, focus group, and survey participants agreed on a recommendation that SEI Category Trainings should be mandatory for all teachers. Recommendations from teachers taking the online survey are limited because the question on the online teacher survey that asked respondents for specific recommendations for each SEI Category Training contained a programming error, so data for item 20 (Appendix G, Question 20) are unavailable. However, on two other questions soliciting recommendations, survey respondents had an opportunity to provide feedback on recommendations. For example, respondents expressed a preference for face-to-face trainings or an online hybrid model, rather than moving to online only trainings.

Conclusion: Recommendations to the MA DESE Office of English Language Acquisition and Academic Achievement

We conclude this report by describing the current reality of the trainings as to content, structure, oversight, limitations faced by MA DESE, and limitations faced by districts and schools, and we offer recommendation that the Office of English Language Acquisition and Achievement might consider as it moves forward in its decision-making process. This *Needs Assessment of the SEI Category Trainings* was executed to gain the perspectives of multiple stakeholders throughout the Commonwealth so as to advise the MA DESE through the lens of a shared focus on the critical issues involving the teaching and learning of ELLs. This information should be helpful to the MA DESE as it considers its plan for changes, revisions, additions, and enhancements to the trainings. This needs assessment is also guided by a review of related documents provided by the MA DESE that has served to reinforce the recommendations put forth in this report and supported by the review of the literature on effective practices in teaching ELLs. As such, this report provides baseline data that could be of use for a comprehensive evaluation on the impact of the SEI Category Trainings in the future.

1. Current Reality: Content of SEI Category Trainings

- When originally proposed, SEI Category Trainings captured the best practices in the field of ESL instruction, however at this time, in consideration of

advancements in the field, the content is not as robust as needed to reach the goals and should include additional scope and coverage of second language issues, as well as more support in how to develop high levels of cognitive skills reflective of the current research in the field.

- There appears to be a wide variation in the quality and content of trainings offered.
- Strategies to teach students at beginning proficiency levels are missing in the current trainings.
- There are populations of ELL students such as SPED, long term ELLs, and Students with Interrupted Formal Schooling (SIFE) whose needs are not addressed in the trainings.
- Several experts interviewed indicated that the exclusion of how the use of a student's primary language can enhance their learning of English ignores the potential positive impact of the use of the home language of ELLs in the classroom.
- ESL teacher have the potential to serve as partners and valuable resources as teacher leaders to increase in-depth knowledge of content of mainstream teachers and other participants, and to collaborate with mainstream teachers, but they are mostly left out of SEI Category Trainings, as SEI Category Trainings are designed for mainstream teachers.

Recommendation # 1: Revitalize and re-conceptualize the current SEI Category Trainings. In their current form the trainings provide only the beginning of the foundational knowledge needed to teach ELLs. Consider providing more in-depth professional development supported by current research in the field and increasing the breadth and depth of trainings to include instruction in how to work with beginning proficiency level students, as well as subpopulations of ELLs who represent the range of diversity of second language learners found in districts, schools, and classrooms. Consider a role for ESL teachers in the trainings to share effective strategies and other resources. Encourage the establishment of professional learning communities where ESL and other teachers can come together to promote successful teaching of and learning for ELLs. Include ways in which a student's primary language might impact positively on his/her acquisition of English language and academic achievement.

2. Current Reality: Structure of SEI Category Trainings

- The sequencing and format of SEI Category Trainings need to be examined for increasing flexibility in delivery and content coherence.
- There is no ongoing mechanism to update the design of the trainings as research advances bring new information to the field.
- Category 1 (Second Language Learning and Teaching) and Category 3 (Assessment of Speaking and Learning) Trainings do not provide enough time for teachers to develop an adequate skill level to carry over into classroom practice.

- The videos and supplementary materials used in the trainings need updating, revision, and a more up to date format.
- The order of sequence in which teachers take the SEI Category Trainings is a function of the district's ability to offer trainings and not reflective of one Category Training building conceptually on another.

Recommendation # 2: The sequencing and hours allotted to the trainings need to be revised/updated to give teachers the depth and breadth of content, as well as the time necessary to engage deeply and continuously in the subject matter. Consider offering a menu of flexible workshop formats that teachers can participate in over time. Identify ways in which districts can partner with one another to offer trainings for their teachers in the most effective sequence.

3. Current Reality: Oversight of SEI Category Trainings

- There is no consistent quantifiable system in place to rate the effectiveness of the trainings, to provide quality control, to eliminate syllabi swapping, to curtail rogue trainers and to ascertain if the trainings are impacting teaching practices with ELLs.
- There is no fully reliable procedure in place currently to keep track of trainers who are not MA DESE approved and the trainings that they are offering, as well as the teachers who are receiving the trainings by these unapproved trainers.
- There is no way currently to ascertain teachers' continuing needs after receiving trainings.

Recommendation #3: Create a system of oversight to achieve quality control of trainings and trainers. Devise an online system to document and track important feedback from the SEI trainers and ways to determine the needs of the mainstream teachers after they receive the training.

4. Current Reality: Limitations Faced by the MA DESE's Office of English Language Acquisition and Achievement (OELAA)

- OELAA does not have the authority to mandate trainings in districts.
- OELAA does not have the number of staff members nor the time to develop or maintain the kind of quality control system that is needed.
- There is limited possibility to support SEI trainers among and across districts. There is little or no support for trainers, nor a system in which the trainers can participate to share among themselves.
- There are no consequences for districts that do not show progress in training their teachers as there is no mechanism for holding districts accountable for SEI Category Trainings or providing them with support.
- There is limited possibility in place for training school and district leaders state-wide.

- OELAA cannot change teacher preparation or pre-service education that currently does not adequately prepare teachers in the teaching of ELLs in the Commonwealth.

Recommendation # 4: As OELAA is limited in what it can currently accomplish with the trainings, it should consider outreach to other departments within the MA DESE as well as to the MA Board of Education to find ways to share the responsibility of SEI Category Trainings across departments and governing structures.

5. Current Reality: Limitations Faced by Districts and Schools

- There is no formalized coaching or follow up component to the trainings in most districts, and therefore, there is little evidence known to respondents as to whether or not teachers are implementing effective strategies with ELLs in their classrooms.
- Districts find it difficult to obtain qualified trainers and find that the quality of the trainers is not consistent.
- Districts are tied to a limited number of trainers and the content is limited to the current SEI Category Trainings.
- The teachers' union in some districts has presented a roadblock to the implementation of the trainings.
- There is a lack of clarity in the message that districts are given by MA DESE regarding the "essentialness" of the trainings. There is no clear mandate given by the MA DESE that districts must implement trainings. The perception in some districts is that the trainings are not an imperative.
- Administrators such as principals are not generally involved in the trainings.
- Overall, the SEI Category Trainings were neither perceived as being as important as other competing school and district initiatives nor were the instructional needs of ELLs reflected in district and school action plans.
- Funding the SEI Category Trainings is a financial hardship for many schools and districts.
- The trainings are not generally linked with other state or district professional development initiatives and are perceived in many instances as a "one shot deal."
- In most districts, the responsibility of offering trainings falls under the purview of the ELL director, who does not have the authority to require trainings in the district.

Recommendation #5: As there are many limitations and obstacles that districts and schools face regarding the implementation of the trainings, districts need to partner with the DESE, each other, and teacher union leadership to devise a systemic way to make SEI trainings a part of teachers' ongoing professional development.

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Appendices

Appendix A

Focus Group Protocol for ESL Teachers

Note: There will be a participant sign in sheet that will be used to collect information to thank participants in writing after the session. The list will also be used to ensure that participants attend only one focus group even though they may play multiple roles in their district and may have the opportunity to participate more than once. Participants will be informed that their participation will disqualify them from participating in any other focus groups conducted for the purpose of this project.

Introductory script: *Thank you for coming today. (Introduce facilitators and give brief description of the project). Refer to sign in sheet and parameters for participation to avoid participation more than once.*

The purpose of this Focus Group is to tap into you as a resource on the planning, delivery and ultimate outcomes of the SEI Category Trainings in your districts. These trainings have been offered for a number of years and at this time we are gathering data that will help DESE shape future decisions about professional development for teachers of ELLs. Data collected will be used for the purpose of evaluating and informing next steps in regards to SEI Category Trainings. The questions today will be about the planning, delivery, and outcomes of the SEI Category Trainings in your district. We want to hear specifics about what is going on, the strengths and weaknesses that can help improve the outcomes of these trainings as they impact ELL students.

We are taking notes so that we can have a reliable reference of what is being said. The information collected will be held in strict confidence; we will not be sharing this information with anyone or identifying the source by name, district or any other kind of attribute that may in any way reveal or point to the source of the information. All information will be reported in a global manner. We ask that every time you speak, you restate the name of your district.

We want to hear from everyone and hear all – even differing- perspectives.

A few ground rules for our focus group include:

- Let everyone have a chance to talk.*
- Please avoid side conversations.*
- Stay close to the topic at hand.*
- Keep anything discussed in the focus group private (do not discuss with others outside of focus group or identify other participants of the group)*

Do you have any questions before we begin?

I. Background:

1. *(Appraising composition of the group) How long have you served as ESL teacher in your district? (Show of hands less than 3 years; over 3 years... etc)*

2. Describe the population of ELLs in your district. (Show of hands)
 - a) *ELL students with interrupted schooling*
 - b) *ELL students with no formal schooling*
 - c) *ELL students with social/emotional needs*
 - d) *ELL students who have experienced many transitions moving location a lot (district, state, country etc.)*
 - e) *ELL students who have come from countries in turmoil such as unrest , civil strife or war*
 - f) *ELL students on refugee status (A refugee student is an individual who is outside his/her country and is unable or unwilling to return to that country because of a well-founded fear that she/he will be persecuted because of race, religion, nationality, political opinion, or membership in a particular social group.)*
 - g) *Other kinds of students*
3. Which of the following best describes your ELL students' academic level? (Show of hands)
 - a) *ELL students at or approximately at or above grade level*
 - b) *ELL students below grade level (1 to 2 grades)*
 - c) *ELL students significantly below grade level (3 grades or more)*
4. Describe how your role as ESL teacher has been impacted as a result of SEI Category Trainings.

Probe: Has there been greater awareness about the role your district's ELL department plays in the instruction of ELLs? How so? Do you offer trainings? Have you seen an increased need for your expertise on the part of mainstream teachers and their supervisors? Provide examples.

5. Are the SEI Category Trainings related to other professional development and school improvement efforts in your district? How so? Why not?
 - a. *Are SEI Category Trainings scheduled along other PD in the district?*
 - b. *Are SEI Category Trainings included in the district/school PD plan?*
 - c. *Are SEI Category Trainings aligned with other PD initiatives in the district?*
6. How you would rate the importance of the SEI Category Trainings as perceived and implemented by your district when compared to other district-wide PD initiatives? (Show of hands)

- a. *Not as important as other PD*
 - b. *as important as other PD*
 - c. *more important than other PD*
7. Describe how SEI Category Trainings are evaluated.
- a. *Who does the evaluation?; What is the purpose of the evaluation?(for trainer, for program, for district);*
 - b. *Does the evaluation inform any changes or initiatives within the district?*
 - c. *Does the evaluation inform needs for further PD for mainstream teachers to further impact instruction for ELLs?*
 - d. *Is feedback from the trainings collected and considered when developing school or district plans?*

II. SEI Category Training Goals

8. What would you say are the main goals of the SEI Category Trainings as they relate to instruction of ELLs in the mainstream classroom in your district?
Probe: What are the expected outcomes of these trainings? What are the expectations for mainstream teachers in your district as a consequence of having participated in these trainings? How are these outcomes measured in your district?
9. How have these trainings supported effective classroom instruction for ELLs in mainstream classrooms? (Facilitator will provide brief description of each training including goals and outcomes)
Probe: What are the instructional areas in mainstream classrooms these trainings are supposed to affect? What are the instructional areas in mainstream classrooms these trainings have not been able to affect? Have teachers developed better skills in reaching all of the different ELL student populations? What is the evidence? What aspects of the training have prevented them from being completely effective? What other obstacles prevent them from being completely effective?
- a. *What are your recommendations to improve the effectiveness of these trainings as they impact ELLs in mainstream classrooms? What would you add? What is missing?*
 - b. *How has the academic performance of ELL students in the mainstream classroom been impacted as a result of these trainings? Provide examples.*
 - c. *As a result of SEI Category Trainings, how are data from results of AMAO or MEPA used to drive instruction at the classroom, school and district levels? Inform other initiatives?*
10. What kind of support does your /school provide mainstream teachers after the training? Who provides this support? Do you currently have a role as a support/resource person?

11. Describe your level of collaboration with mainstream and other teachers. Do you meet regularly as a learning community to examine students' work, analyze data, plan lessons, share resources and expertise etc.? Do you work in the classroom along with the teacher on a regular basis, or do you pull students out in small groups? What are some examples of your collaboration?

Now we have questions about future efforts.

12. What are your recommendations, if any, for improving SEI Category Trainings for mainstream classroom teachers? What topics? What strategies? Anything to support classroom implementation? What format (face to face, hybrid online, online) do you suggest? What about the next 3-5 years?
13. What recommendations do you have for ESL teacher involvement with the trainings in the future? How can your expertise in second language teaching and learning be made available as a resource for others in your school and district? Do you see a role for ESL teacher? What are suggestions for the future involvement of ESL teacher?
14. Knowing what you know now, what advice would you give the ESE to ensure more mainstream teachers participate in ESL training at a large scale/statewide?
15. What more can you add to help us better understand the effectiveness and the sustainability of instructional strategies learned in the SEI Category Trainings in your school and district? What are your suggestions to improve effectiveness and sustainability? What could be done to help teachers apply useful SEI instructional strategies in their classrooms over time? What could be done to help teachers determine which SEI instructional strategies are most useful for their particular students?
16. Should SEI Category Trainings be mandatory? Tied to licensure?
17. In sum, what are the most salient strengths (mention one) and most salient weaknesses (mention one) of SEI Category Trainings? What would you add/change/eliminate in these trainings?

Appendix B

Interview Protocol for Experts in the Field

Introductory script: (Our name, affiliation and short overview of the project)

We'd like to talk to you about what you know about the SEI Category Trainings and your involvement currently and recommendations you would make to make the SEI Category Trainings more effective in the future

I will be taking notes in order to have a reliable reference of what is being said. The information collected will be held in strict confidence; I will not be sharing this information with anyone or identifying the source by name or any other kind of attribute that may in any way reveal or point to the source of the information. All information will be reported in a global manner.

Do you have any questions before we begin?

I. Background

First, some background questions.

1. Describe any work you have engaged in that has contributed to creating supportive researched-based teaching and learning environments for ELLs in MA.
2. What has been your involvement (if any) in the SEI Category Trainings?
 - a. *Describe how you have been involved in SEI Category Trainings. Describe any advisory/consultant/design capacity in which you might have served prior to the roll out of the trainings and/or during implementation phase. How have you served as a resource and lent your expertise to the effort?*
 - b. *What SEI training related courses/workshops does your institution/agency offer? Do you have standalone SEI courses? Are the SEI concepts interwoven into already existing instructional formats? Explain. Do you have a combination of these or other formats you could describe?*
 - c. *Which specific SEI Category Trainings do your organization's offerings address?*
 - d. *What was the process for state approval?*
 - e. *How long have you been offering trainings? Prompt for a particular year/date. Is university credit given? (Explain)*
 - f. *Describe the range of formats of your organization's SEI-related courses/workshops. Are they given at a campus/ agency, at offsite location, or at district? Explain.*
 - g. *How many mainstream teachers (approximately) have taken these trainings? Over what period of time – increases/decreases over time in participation?*
 - h. *Describe the evaluation process to assess training effectiveness? Who receives it? How is the evaluative feedback used?*

II. General Questions about SEI Category Trainings

Now, we would like to learn more about the purpose and outcomes of the existing SEI Category Trainings.

1. What would you say are currently the main goals of the SEI Category Trainings as they relate to instruction of ELLs in the mainstream classroom?

Probe: What are the expected outcomes of these trainings? What are the expectations for mainstream teachers as a consequence of having participated in these trainings? How are these outcomes measured?

2. What are the instructional strengths and areas for improvement of SEI Category Trainings?
 - a. How useful do you believe the SEI Category Trainings are to teachers? Explain.
 - b. Do the SEI Category Trainings help teachers to reach **all** ELL students in their classroom? And if so, how? (ELL students with interrupted schooling, no formal schooling, social/emotional needs, those who have experienced many transitions moving location a lot (district, state, country etc.), those who have come from countries in turmoil such as unrest, civil strife or war, those who are on refugee status). Of these groups of students, which could the SEI Category Trainings help teachers to better support? And how?
 - c. What types of ELL students not being reached? Of those we listed, or others? Explain.
 - d. What, if any, specific strategies from the trainings do you think that teachers take back to the classroom and why?
 - e. Are any of the behaviors/strategies teachers take back to the classroom sustainable? A year after the training, what do you think that teachers are still using? Why or why not? How could the trainings or other resources support sustainability of the SEI instructional strategies in the classroom?
 - f. Are teachers using the whole range of SEI strategies? If not, why?
 - g. How could the trainings better promote use of a broader range of SEI strategies in the classroom?
 - h. In addition to the sheltering strategies, what do teachers need most to be able to effectively teach ELLs?
 - i. What are the areas of greatest need for additional professional development for teachers who teach ELL students?
 - j. How is SEI training sessions evaluated? What are the results?
 - k. What teaching and learning strategies used in the trainings are most and least helpful to teachers? Those most and least likely to be implemented and/or sustainable in the classroom?
 - l. What research-based developments that is not reflected in the current SEI Category Trainings? What does a process to update trainings on an ongoing basis look like and how could DESE go about developing and implementing that process? What role might IHE and other experts play?

III. Future directions

Now we have questions about future efforts.

3. What are your recommendations for improving the SEI Category Trainings specifically under Question 2– do you see any real flexibility the state has (based on legislation, etc...) relative to ELLs for mainstream classroom teachers? *What is missing? What needs to be added? How can instructional sustainability be factored in? What format do you suggest? (face to face, online, online hybrid, other) Is the sequence of the trainings important? Why/Why not? What is the optimal amount of hours for the trainings? How can the trainings be kept current and reflect ongoing and latest knowledge in the field? What should happen in the next 3-5 years?*
4. Knowing what you know now, what advice would you give the DESE in making trainings more widely available across the state and getting more teachers to take the trainings?
5. What more can you add to help us better understand what needs to be improved in SEI Category Trainings? And how that might be accomplished given the current context in MA?
6. Should the trainings be tied to licensure? *Explain.*

Thank you for your time and feedback. Do you have any additional comments or recommendations regarding SEI Category Trainings that were not covered in this interview that you would like to share?

Appendix C

Interview Protocol for MA DESE Title III Officials

Introductory script: *Thank you for agreeing to speak with us today about the Sheltered English Immersion (SEI) SEI Category Trainings. We would like to learn from you:*

- 1) *What are the goals of existing SEI Category Trainings;*
- 2) *How has the state tried to promote or support the SEI Category Trainings;*
- 3) *How effective do you think state and local efforts have been in implementing the SEI Category Trainings practices;*
- 4) *How effective do you think the ESE-endorsed trainers have been in providing quality SEI Category Trainings to mainstream teachers and resultant improvement in researched-based second language instructional practices in classrooms throughout the Commonwealth; and*
- 5) *Recommendations for the future*

Do you have any questions before we begin? Or are there other topics you'd like to be sure we address?

I. Individual Background

First, some questions about you.

1. What is your role in the ESE?
2. What is your involvement/role in the SEI Category Trainings?

II. SEI Category Training Goals and Background Information

Now, we would like to learn more about the purpose of the SEI Category Trainings.

3. What are SEI Category Trainings currently? How would you describe them?
4. What would you say are the main goals of the existing SEI Category Trainings?

Probe: Have these goals changed over time? How?

a)What were the original motivations for launching the Initiative?

5. How did the state arrive at the current implementation of the SEI Category Trainings?
Probe: Were there any unintended consequence of the existing implementation?
6. How are SEI Category Trainings funded?

7. What kind of guidance or support of SEI Category Trainings has the state provided to trainers, schools, and districts thus far? *If not discussed, probe for guidance/support given by his/her ESE office and by other ESE offices.*
8. What is the proposal process for ESE approval of SEI Category Trainings?

Probe: Describe overall effectiveness and length of time of process

9. What kind of guidance or support have external partners provided to districts over the course of the Project?
10. How are the SEI Category Trainings related to other professional development and school improvement efforts?
11. [How much] or in what ways? How can they quantify this? Has the ESE tried to coordinate all the different and variations of SEI Category Trainings throughout the state?
12. Describe ESE oversight of the SEI Category Trainings. What evidence does or will the state use to determine whether SEI Category Trainings promote the use of researched-based practices by mainstream teachers in the instruction of ELLs?
13. Of these aspects of the Category Training you have described (goals, ESE support, relation to other PD, variation, etc...) which do you think have been most successful and how?
14. What barriers, challenges, problems have prevented more mainstream teachers from being trained? Prevented the implementation of instructional practices for ELLs in the classrooms of those teachers who have been trained?
15. Is there anything else you would like to add at this point?

III. Methods & Opinions of Project Implementation and Effectiveness

16. [Restate the SEI Category Training goals they identified earlier]. To what extent do you think these goals have been achieved? Why or why not?
17. What strategies has the state used to have people (meaning? Teachers Educators broadly including administrators?) reach a shared understanding of researched- based instructional practices of ELLs?
18. Describe the role of ELL licensed teachers in the SEI Category Trainings?
19. Please give your opinion of the following in relation to each of the SEI Category Trainings. Please rate using “very satisfied”, “somewhat satisfied”, “neutral”, “somewhat dissatisfied” , and “very dissatisfied”:
 - a) *Foundational goals of the trainings*

- b) *Delivery of trainings by trainers*
- c) *Quality of trainings*
- d) *Methods of Communication and recruitment of teachers (how do teachers find out about trainings and who in the school/district gets trained)*
- e) *Quality of support from trainers*
- f) *Quality of materials and handouts*
- g) *Post training follow-up*
- h) *Knowledge /expertise of SEI trainers*
- i) *Quality Control/Fidelity*

20. How do SEI Category Trainings change mainstream classroom teachers instructional practices of ELLs on the following expected outcomes. (*Discuss each outcome separately.*)

21. Is there anything else you would like share?

As a result of SEI Category I Training, a mainstream teacher is able to:

- Analyze his/her own classroom as a site for second language acquisition and make appropriate adjustments.
- Use knowledge of factors affecting second language acquisition to modify instruction for students who are having difficulty in learning English and/or subject matter content.

As a result of SEI Category II Training, a mainstream teacher is able to:

- Plan and conduct content classes that are based on standards contained in the Massachusetts Curriculum Frameworks and that engage LEP students who are at different levels of English proficiency in learning throughout the duration of the class.
- Assess content learning of students who are at different levels of English proficiency.

As a result of SEI Category III Training, a mainstream teacher is able to:

- Place students in the six-level continuum of oral proficiency as assessed by the MELA-O.

As a result of SEI Category IV Training (Elementary and Secondary), a mainstream teacher is able to:

- Plan and deliver reading instruction appropriate for limited English proficient students who are at different levels of English language proficiency.
- Plan and deliver writing instruction and activities appropriate for limited English proficient students who are at different levels of English language proficiency.
- Use the scoring rubric and test results of the MEPA to plan reading and writing instruction for limited English proficient students who are at different proficiency levels.

- Plan and deliver early literacy instruction for students who have no or limited oral proficiency or literacy in English.
22. What efforts has the ESE used to establish and maintain collaborative relationships with different partners for? Category Training development? Delivery? Support of ELL/ESL/SEI instructional improvement? [State staff, districts, etc.]?
 23. How well do you think these collaborations with other groups have worked? (*Discuss each effort separately. Ask which ones worked Very, Moderately, or Not so well.*)
 24. In your view, what factors have led these efforts [list which ones] to work Very well? (*Repeat for efforts listed under Moderately and Not so well.*)
 25. How likely would you be to recommend SEI Category Trainings the way it has been implemented thus far in MA [as a strategy? The content? The process?] to a colleague at another state department of education?

VI. Future directions

Now we have questions about the future efforts in the state.

26. Based on your experience with the existing SEI Category Trainings, what do you think the goals should be moving forward for pd for ELLs' mainstream classroom teachers given the constraints (legal and otherwise) in MA? Based on your experience, what can the pd for ELLs' mainstream classroom teachers actually accomplish for ESE?
27. What are your recommendations for achieving these goals?
28. What are your recommendations, if any, for improving professional development relative to ELLs for mainstream classroom teachers? What format do you suggest? What about the next 3-5 years?
29. What gaps or challenges in the current pd system to train ELLs' mainstream classroom teachers would you say were essential to address with any changes and why?
30. If you could only change one aspect of the existing system, content, etc... in order to make the trainings more accessible to mainstream teachers, what would that be?
31. If you could only change one aspect of the existing system, content, etc... in order to make the trainings more effective in transferring ELL appropriate instruction to mainstream classrooms, what would that be?
32. Knowing what you know now, what advice would you give other SEAs who want to promote ELL training at a large scale/statewide?

33. What more can you add to help us better understand the effectiveness of SEI Category Trainings? And what changes you would make and why?
34. Is there anything else you would like to talk about that we haven't asked you about?

Appendix D

Phone Interview Protocol for Superintendents or Designee

Introductory script: (*Our name, affiliation and short overview of the project*)

We would like to learn from you:

- 1) what are the goals of SEI Category Trainings in your district as they relate to effective classroom instruction for ELLs in the mainstream classroom;*
- 2) how has the state tried to promote or support the SEI Category Trainings in your district;*
- 3) how effective do you think state and local efforts have been in implementing the SEI Category Trainings practices;*
- 4) how effective do you think the ESE-endorsed trainers have been in providing quality SEI Category Trainings to mainstream teachers and the resultant improvement in researched-based second language instructional practices in classrooms throughout the Commonwealth; and*
- 5) recommendations for the future*

I will be taking notes in order to have a reliable reference of what is being said. The information collected will be held in strict confidence; we researchers will not be sharing this information with anyone or identifying the source by name, district or any other kind of attribute that may in any way reveal or point to the source of the information. All information will be reported in a global manner.

Do you have any questions before we begin?

I. Background

First, some background questions

1. How long have you served as superintendent (or other position) in your district?
2. Could you describe your/ your office involvement with the ELL program in your district?

Probe: What is the overall connection/interrelation of the ELL program with your office/program and other district programs and initiatives?

3. What SEI Category Trainings have been offered in your district? (1,2,3..) Are they offered in sequence?
 - a) Are there plans to offer additional trainings in the future? Why? Why not?*
 - b) What are the overall facilitating/limiting factors in offering these trainings?*
4. How are the SEI Category Trainings related to other professional development and school improvement efforts in your district?
 - a) Are SEI Category Trainings included in schools and district plans?*

- b) *Are SEI Category Trainings aligned with other initiatives?*
5. How are SEI Category Trainings scheduled?
- a) *Are they scheduled and offered along with other PD? At different times? Are they coordinated in sequence? (1,2,3...) Are they offered at different times of the year? How often are they offered?*

II. SEI Category Training Goals and Background Information

Now, we would like to learn more about the purpose and outcomes of the SEI Category Trainings.

6. What would you say are the main goals of the SEI Category Trainings as they relate to instruction of ELLs in the mainstream classroom?

Probe: What are the expected outcomes of these trainings? What are the expectations for mainstream teachers as a consequence of having participated in these trainings? How are these outcomes measured?

- a) *How are mainstream teachers informed of these expectations?*
7. Describe the effectiveness of the trainer/s in their delivery of the content.
- a) *How are trainers recruited? What are their credentials? Are the trainers contracted by your district endorsed by DESE? How do you know?*
- b) *How are the trainers and training evaluated? How is this information used?*
8. How have these trainings supported effective classroom instruction for ELLs in mainstream classrooms? (*Interviewer will provide brief description of each training offered in the district including goals and outcomes*)

Probe: What are the instructional areas in mainstream classrooms these trainings have been able to affect? What are the instructional areas in mainstream classrooms these trainings have not been able to affect? What is the evidence?

- a) *What aspects of the training have prevented them from being completely effective? What other obstacles prevent them from being completely effective?*
- b) *Have you seen an improvement in the academic performance of ELL students in the mainstream classroom that can be related to these trainings?*

III. Methods & Opinions of Project Implementation and Effectiveness

1. [Restate the SEI Category Training goals they identified earlier]. To what extent do you think these goals have been achieved?

2. What evidence does or will the district use to determine whether SEI Category Trainings are promoting researched-based practices used by mainstream teachers in the instruction of ELLs?
3. What kind of support does your district provide mainstream teachers after the training?
4. How do SEI Category Trainings change mainstream classroom teachers instructional practices of ELLs? Comment on the following expected outcomes. *(If there is time, discuss each outcome separately. If there is no time, just ask the question to elicit a general response)*
5. How have SEI Category Trainings resulted in improved ELLs' outcomes on formative and summative assessments?
6. How likely would you be to recommend SEI Category Trainings to a superintendent/colleague in another district? Explain.

IV. Future directions

Now we have questions about future efforts.

7. What are your recommendations if any for improving professional development relative to ELLs for mainstream classroom teachers? What format do you suggest? What about the next 3-5 years?
8. Knowing what you know now, what advice would you give the SEAs in promoting ELL training at a large scale/statewide?
9. What more can you add to help us better understand the effectiveness of SEI Category Trainings in your district?

Thank you for your time and feedback. Do you have any additional comments or recommendations regarding SEI Category Trainings that were not covered in this interview that you would like to share?

Appendix E

Focus Group Protocol for ELL Directors

Note: There will be a participant sign in sheet that will be used to collect information to thank participants in writing after the session. The list will also be used to ensure that participants attend only one focus group even though they may play multiple roles in their district and may have the opportunity to participate more than once. Participants will be informed that their participation will disqualify them from participating in any other focus groups conducted for the purpose of this project.

Introductory script: *Thank you for coming today. (Introduce facilitators and give brief description of the project). Refer to sign in sheet and parameters for participation to avoid participation more than once.*

The purpose of this Focus Group is to tap into you as a resource on the planning, delivery and ultimate outcomes of the SEI Category Trainings in your districts. These trainings have been offered for a number of years and at this time we are gathering data that will help DESE shape future decisions about professional development for teachers of ELLs. Data collected will be used for the purpose of evaluating and informing next steps in regards to SEI Category Trainings. The questions today will be about the planning, delivery, and outcomes of the SEI Category Trainings in your district. We want to hear specifics about what is going on, the strengths and weaknesses that can help improve the outcomes of these trainings as they impact ELL students.

We are taking notes so that we can have a reliable reference of what is being said. The information collected will be held in strict confidence; we will not be sharing this information with anyone or identifying the source by name, district or any other kind of attribute that may in any way reveal or point to the source of the information. All information will be reported in a global manner. We ask that every time you speak, you restate the name of your district.

We want to hear from everyone and hear all – even differing- perspectives.

A few ground rules for our focus group include:

- Let everyone have a chance to talk.*
- Please avoid side conversations.*
- Stay close to the topic at hand.*
- Keep anything discussed in the focus group private (do not discuss with others outside of focus group or identify other members of the group)*

Do you have any questions before we begin?

I. Background:

1. (*Appraising composition of the group*) How long have you served as ELL director/Coordinator in your district? (*Show of hands less than 3 years; over 3 years...etc*)
2. Describe the population of ELLs in your district. (*show of hands*)
 - a) *ELL students with interrupted schooling*
 - b) *ELL students with no formal schooling*
 - c) *ELL students with social/emotional needs*
 - d) *ELL students who have experienced many transitions moving location a lot (district, state, country etc.)*
 - e) *ELL students who have come from countries in turmoil such as unrest , civil strife or war*
 - f) *ELL students on refugee status (A refugee student is an individual who is outside his/her country and is unable or unwilling to return to that country because of a well-founded fear that she/he will be persecuted because of race, religion, nationality, political opinion, or membership in a particular social group.)*
 - g) *Other kinds of students*
3. Which of the following best describes your ELL students' academic level? (*Show of hands*)
 - a) *ELL students at or approximately at or above grade level*
 - b) *ELL students below grade level (1 to 2 grades)*
 - c) *ELL students significantly below grade level (3 grades or more)*
4. As Director/Coordinator, describe your role in the planning and offering of SEI Category Trainings in your district? *If not your role, whose role is it? Do you offer trainings?*
5. Describe how the district goes about recruiting trainers and setting up SEI Category Trainings.

Probe: How are trainers identified? Where does the district go for information about qualified trainers? How does the district know they are qualified trainers? Describe how information related to SEI Category Trainings (dates, time, and description) is disseminated in your district? (How is the marketing/participant recruitment conducted?)

6. Describe how your role as ELL director/Coordinator has been impacted as a result of SEI Category Trainings.

Probe: Has there been greater awareness about the role the ELL department plays in the instruction of ELLs? How so? Have you seen an increased need for your expertise on the part of mainstream teachers and their supervisors? Provide examples.

7. Describe how your ELL teachers have been impacted by the inception of these SEI Category Trainings.

Probe: What role if any do they/the teachers themselves play in the trainings? What role do they play after the training? In your opinion, has the role/expertise of the ELL teacher changed as a consequence of the trainings? Are ELL teachers tapped into as resources of information/collaboration?

8. Are the SEI Category Trainings related to other professional development and school improvement efforts in your district? How so? What are your thoughts about why not?
 - a) *Are SEI Category Trainings scheduled along other PD in the district?*
 - b) *Are SEI Category Trainings included in the district/school PD plan?*
 - c) *Are SEI Category Trainings aligned with other PD initiatives in the district?*

9. How you would rate the importance of the SEI Category Trainings as perceived and implemented by your district when compared with other district-wide PD initiatives?
(Show of hands)
 - a) *Not as important as other PD*
 - b) *As important as other PD*
 - c) *More important than other PD*

10. Describe the regularity of SEI Category Trainings.

Probe: How often are they scheduled, cancelled and for what reasons (under enrollment, competing demands, other?)

11. Describe the scheduling sequence of SEI Category Trainings. *Probe: Are they offered in sequence or ascending order? Do teachers attend SEI Category Trainings in sequential order? How is the decision of which of the SEI Category Trainings to be offered made?*

Follow up: Is attendance documentation gathered by the school/district?

12. Describe how SEI Category Trainings are evaluated.
 - a) *Who does the evaluation?;What is the purpose of the evaluation?(for trainer, for program, for district);*
 - b) *Does the evaluation inform any changes or initiatives within the district?*
 - c) *Does the evaluation inform needs for further PD for mainstream teachers to further impact instruction for ELLs?*

d) *Is feedback from the trainings collected and considered when developing school or district plans?*

II. SEI Training Goals

13. What would you say are the main goals of the SEI Category Trainings as they relate to instruction of Ells in the mainstream classroom in your district?

Probe: What are the expected outcomes of these trainings? What are the district's expectations for mainstream teachers in your district as a consequence of having participated in these trainings? How are these outcomes measured in your district?

a) *How are mainstream teachers informed of these expectations?*

14. How, if at all, have these SEI Category Trainings supported effective classroom instruction for ELLs in mainstream classrooms? (*Facilitator will provide brief description of each training including goals and outcomes*)

Probe: What are the instructional areas in mainstream classrooms these trainings are supposed to affect? What are the instructional areas in mainstream classrooms these trainings have not been able to affect? What is the evidence? What aspects of the training have prevented them from being completely effective? What other obstacles prevent them from being completely effective?

a) *What are your recommendations to improve the effectiveness of these SEI Category Trainings as they impact ELLs in mainstream classrooms? What would you add? What is missing?*

b) *How has the academic performance of ELL students in the mainstream classroom been impacted as a result of these SEI Category Trainings? Provide examples.*

c) *As a result of training how are data from results of AMAO or MEPA used to drive instruction at the classroom, school and district level? Inform other initiatives?*

15. What evidence does the district gather to determine whether SEI Category Trainings are promoting researched-based practices used by mainstream teachers in the instruction of ELLs?

16. What kind of support does your district provide mainstream teachers after the training? Who provides this support?

Now we have questions about future efforts.

17. What are your recommendations, if any, for improving professional development relative to ELLs for mainstream classroom teachers? What format do you suggest? What about the next 3-5 years? (*on line, hybrid, face to face*)

18. Knowing what you know now, what advice would you give the ESE in promoting ELL training at a large scale/statewide? Implementing? Improving sustainability?
19. What more can you add to help us better understand the effectiveness and sustainability of SEI Category Trainings in your district?
20. Should SEI Category Trainings be mandatory and tied to licensure?
21. In sum, what are the most salient strengths (mention one) and most salient weaknesses (mention one) of SEI Category Trainings? What would you add/change to these trainings?

Appendix F

Focus Group Protocol for SEI Trainers

Note: There will be a participant sign in sheet that will be used to collect information to thank participants in writing after the session. The list will also be used to ensure that participants attend only one focus group even though they may play multiple roles in their district and may have the opportunity to participate more than once. Participants will be informed that their participation will disqualify them from participating in any other focus groups conducted for the purpose of this project.

Introductory script: *Thank you for coming today. (Introduce facilitators and give brief description of the project). Refer to sign in sheet and parameters for participation to avoid participation more than once.*

The purpose of this Focus Group is to tap into you as a resource on the delivery and ultimate outcomes of the SEI Category Trainings. These trainings have been offered for a number of years and at this time we are gathering data that will help DESE shape future decisions about professional development for teachers of ELLs. Data collected will be used for the purpose of evaluating and informing next steps in regards to SEI Category Trainings. The questions today will be about the planning, delivery, and outcomes of the SEI Category Trainings you have offered in your district or elsewhere. We want to hear specifics about what is going on, the strengths and weaknesses that can help improve the outcomes of these trainings as they impact ELL students.

We are taking notes so that we can have a reliable reference of what is being said. The information collected will be held in strict confidence; we will not be sharing this information with anyone or identifying the source by name, district or any other kind of attribute that may in any way reveal or point to the source of the information. All information will be reported in a global manner.

We want to hear from everyone and hear all – even differing- perspectives.

A few ground rules for our focus group include:

- Let everyone have a chance to talk.*
- Please avoid side conversations.*
- Stay close to the topic at hand.*
- Keep anything discussed in the focus group private (do not discuss with others outside of focus group or identify other participants of the group)*

Do you have any questions before we begin?

I. Background

1. (*Appraising composition of the group*) How long have you provided trainings? *Show of hands less than 3 years; over 3 years... etc*
 - a) *Which SEI Categories do you offer training on?*
 - b) *Did you participate in the development of any of the SEI Category Trainings that you deliver? In what way? (Not sure we care about this)*
 - c) *Follow up: How did you get certified as a trainer? What training did you go through?*
2. As Trainer, describe how you are contacted and recruited for the trainings. *What kinds of credentials are you asked to provide? What kind of information do you get about participants in advance? Are there any special requests from the district or sending organization provided to you before the training? After the training? What type of communication/follow up if any do you have with the district after the training?*
3. How many participants have typically participated in your trainings? *As low as.....As high as.....*
 - a) *How has the number of participants impact the effectiveness of the training?*
4. (This question is for those who have double roles in a district in which they also offer training)What other role, if any do you play in your district? (Show of hands? Teacher, director, etc.....? Describe how your role as (teacher, director, other) has been impacted as a result of offering SEI Category Trainings.

Probe: Has there been greater awareness about the role the district's ELL department plays in the instruction of ELLs? In what ways? Have you seen an increased need for your expertise on the part of mainstream teachers and their supervisors? Have you been tapped into for providing additional PD related to ELLs (not necessarily SEI Category Trainings)? Provide examples.

5. Are the SEI Category Trainings related to other professional development and school improvement efforts in the districts you offer training? How so? Why not?
 - a) *Are SEI Category Trainings scheduled along other PD in the district?*
 - b) *Are SEI Category Trainings included in the district/school PD plan?*
 - c) *Are SEI Category Trainings aligned with other PD initiatives in the district?*
6. (Targeting district people doing training) How would you rate the importance the district places on the SEI Category Trainings compared with other district-wide PD initiatives? (*Show of hands*)
 - a) *Not as important as other PD*
 - b) *as important as other PD*
 - c) *more important than other PD*

Follow up with – What evidence?

7. Describe the regularity in which SEI Category Trainings are offered.

Probe: How often are they scheduled, cancelled and for what reasons (under enrollment, competing demands, other?) What are some of the reasons you have considered for postponing or cancelling trainings?

8. Describe the scheduling sequence of SEI Category Trainings.

Probe: Are they offered in sequence or ascending order? Do teachers attend SEI Category Trainings in sequential order? Is there any district guidance provided teachers on taking the trainings in sequence?

9. When SEI Category Trainings are not offered/taken in sequence (*teacher takes 1 and then 4, for example*), have you noticed any difference in participant engagement –in what? The training? Participant quality of work produced? Level of questions being asked? Other quantitative/qualitative difference?

10. Based on your experience, do you believe the content and materials of SEI Category Trainings need to be updated to better reflect current developments in research? With new/current populations of ELL students? To include topics not covered by the current content of SEI Category Trainings? To be more effective for the teachers you train? To support practices being implemented in the classroom? Describe. Explain your decision and how you resolved it.

11. How are the needs of the following student populations addressed in the SEI Category Trainings:

- a) *ELL students with interrupted schooling*
- b) *ELL students with no formal schooling*
- c) *ELL students with social/emotional needs*
- d) *ELL students who have experienced many transitions moving location a lot (district, state, country etc.)*
- e) *ELL students who have come from countries in turmoil such as unrest , civil strife or war*
- f) *ELL students on refugee status (A refugee student is an individual who is outside his/her country and is unable or unwilling to return to that country because of a well-founded fear that she/he will be persecuted because of race, religion, nationality, political opinion, or membership in a particular social group.)*

12. As a trainer, do you collect data from participants regarding their impressions of the trainings...how useful it (they) was (were)? Do you collect other type of data from

participants (questions they asked, notes about areas of difficulty that forced you to spend more time in an area, areas you skipped because you found the group was ready for more challenging topic). Describe. Explain.

13. Do trainers complete any kind of assessment after trainings to capture their impressions of the trainings, e.g., (questions participants asked, notes about areas of difficulty that forced you to spend more time in an area, areas you skipped because you found the group was ready for more challenging topic).

Follow up: Is documentation on attendance gathered by the school/ district? What type? For what purposes? What other type of data related to SEI Category Trainings is collected by the district?

14. What, if any, areas/topics in the current trainings consistently generate participant questions? What, if any areas/topics in the current trainings do participants consistently find difficult and hence need additional assistance with? How have you resolved (addressed?) these issues when they have come up? What suggestions do you have to improve the trainings in these areas/topics?

15. Is there any evaluation conducted on the SEI Category Trainings as a program? What data is collected and for what purposes?

- a) *Who does the SEI program evaluation?; What is the purpose of the evaluation?(for trainer, for program, for district);*
- b) *Does the evaluation inform any changes or initiatives within the district?*
- c) *Does the evaluation inform you as to how to improve your skills as a trainer?*
- d) *Does the evaluation inform you as to what areas may need more materials and time during the currently allocated time for the training? Explain. Describe.*
- e) *Does the evaluation inform needs for further PD for mainstream teachers to increase impact instruction for ELLs?*
- f) *Is feedback from the trainings collected and considered when developing school or district plans?*
- g) *Is feedback from the SEI Category Trainings collected for the purpose of improving the trainings?*

II. SEI Category Training Goals

16. What would you say are the main goals of the SEI Category Trainings as they relate to instruction of Ells in the mainstream classroom in your district?

Probe: What are the expected outcomes of these trainings? What are the expectations for mainstream teachers as a result of having participated in these trainings? How are these outcomes measured? How do you inform mainstream teachers of the expectations of these trainings?

17. How do you know if these trainings support effective instruction for ELLs in mainstream classrooms? (*Facilitator will provide brief description of each training including goals and outcomes*)

Probe: What are the instructional areas in mainstream classrooms these trainings are supposed to affect? What are the instructional areas in mainstream classrooms these trainings have not been able to affect? What is the evidence? What aspects of the training have prevented them from being completely effective? What other obstacles prevent them from being completely effective?

- a) *What are your recommendations to improve the effectiveness of these trainings as they impact ELLs in mainstream classrooms? What would you add? What is missing?*

18. What kind of support are you asked to provide mainstream teachers after the training?

Now we have questions about future efforts.

19. What are your recommendations if any for improving SEI Category Trainings relative to ELLs for mainstream classroom teachers? What format do you suggest? What about the next 3-5 years?
20. Based on your experience with SEI Category Trainings, what advice would you give the DESE in promoting ELL training at a large scale/statewide?
21. What more can you add to help us better understand the effectiveness and sustainability of SEI Category Trainings? What are your suggestions to improve effectiveness and sustainability?
22. Should SEI Category Trainings be mandatory for all teachers?
23. Should SEI Category Trainings be tied to licensure?
24. What are your suggestions for the format to deliver trainings? (online hybrid, online, face to face, other)
25. In sum, what are the most salient strengths (mention one) and most salient weaknesses (mention one) of SEI Category Trainings? What would you add/change to these trainings?

Appendix G

SEI Category Training Online Teacher Survey

Thank you for taking the time to complete this brief survey regarding the Massachusetts Sheltered English Immersion (SEI) Category Trainings. This survey is being conducted by Learning Innovations at WestEd, a third party, independent researcher and the results will be used to improve the SEI Category Trainings. Your responses will be kept confidential and no identifying information will be reported. Survey results will be reported at the state-level only districts; schools, and individuals will not be identified. This survey is intended for teachers who are not trainers. If you are a trainer, please do not respond.

Q0 In which district do you teach?

Q1 How long have you been a teacher in Massachusetts?

- Less than 1 year
- 1 year to less than 3 years
- 3 years to less than 10 years
- 10 years or more

Q2 What grade level/s do you teach? Choose all that apply.

- Kindergarten
- Grades 1-3
- Grades 4-5
- Grades 6-8
- Grades 9-12
- Other, please specify: _____

Q3 What is your main teaching role?

- Classroom Teacher
- Special Education Teacher
- Title I Teacher
- Coach
- Other, please specify: _____

Q4 Which of the following best describes the size of the district in which you teach?

- Large district (greater than 10,000 students in total)
- Mid-size district (greater than 4,000 and less than 10,000 students in total)
- Small district (less than 4,000 students in total)

Q5 Which of the following best describes your ELL students? Choose all that apply.

- ELL students with interrupted schooling
- ELL students with no formal schooling

- ELL students with social/emotional needs
- ELL students who have experienced many transitions moving location a lot (district, state, country etc.)
- ELL students who have come from countries in turmoil such as unrest, civil strife or war
- ELL students on refugee status (A refugee student is an individual who is outside his/her country and is unable or unwilling to return to that country because of a well-founded fear that she/he will be persecuted because of race, religion, nationality, political opinion, or membership in a particular social group.)

Q6 Which of the following SEI Category Trainings have you taken? Choose all that apply. (A short description of each is provided.)

- Category 1: Second Language Learning and Teaching (Key factors affecting second language acquisition including the role of culture – Approximate professional development hours: 10-15)
- Category 2: Sheltering Content Instruction (Plan lesson according to the four levels of language proficiency; plan lessons guided by language and content objectives and that are aligned with the Massachusetts English Language Proficiency Benchmark Outcomes (ELPBO) – Approximate professional development hours: 30-40)
- Category 3: Assessment of Speaking and Listening (Placement of students in the six-level continuum of oral proficiency: comprehension, production, fluency, pronunciation, grammar, and vocabulary MELA-O. – Approximate professional development hours: 8-10)
- Category 4: Teaching Reading and Writing to ELLs (This Category could be taken as 4a or 4b according to grade levels) (Initial reading instruction for ELLs including phonemic awareness, phonics, fluency, and vocabulary and text comprehension. The differences in initial reading instruction in English designed for those students who have no or limited oral proficiency in English compared to those who do have real proficiency in English. – Approximate professional development hours: 30-40.)
- I have not taken any SEI Category Trainings.

If “I have not taken any SEI Category Trainings.” Is Selected, Then Skip To End of Survey

Respondents will only be asked about the SEI Category Trainings that they have indicated taking.

Q7 How did you come to participate in the SEI Category Trainings?

- The school principal/assistant principal requested that I participate.
- A district supervisor requested that I participate.
- I personally requested to participate.

Q8 In what order or sequence did you take the SEI Category Trainings?

- I took the trainings in sequence beginning at Category 1 and continuing on to the others.
- I took the trainings in whatever sequence that they were offered at the time.
- I took the trainings out of sequence based on my interest level and/or need.

Q9 Did the sequence in which you took the SEI Category Trainings make a difference to your understanding and mastery of the concepts presented?

- Yes, I think taking the trainings in sequence is important as each successive Category built on the knowledge presented in the previous one.
- No, I do not think the sequence mattered.
- I cannot say as I have taken only one Category Training.
- I don't know if the sequence makes a difference or not.

Q10 Choose all that apply regarding the SEI Category Trainers that you have taken trainings with:

- The trainer was from my district.
- The trainer was from an educational collaborative agency.
- The trainer was from the MA Department of Elementary and Secondary Education.
- The trainer was from a college or university.
- Other: _____

Q11 When did you participate in the SEI Category Trainings?

- I began taking the training/s about 5 years ago.
- I began taking the training/s about 2 to 4 years ago.
- I began taking training/s this past and/or present school year.

Q12 Would you like to receive any additional information on ELLs to add to your knowledge-base that might not have been covered or covered adequately in SEI Category Trainings? Choose all that apply.

- Addressing social/emotional needs of ELL students
- Reaching out to ELL parents and community
- Ways to incorporate ELL students' native languages in the classroom
- ELL students with special needs
- ELL students below grade level (1 to 2 grades)
- ELL students significantly below grade level (3 grades or more)
- Differentiating between special needs and the stages of English language acquisition

- Content area support in subjects such as math, science, social studies, English language arts, etc.
- Other: _____

Overall Satisfaction with Trainings

Q13 Please indicate your level of overall satisfaction with the following attributes of the SEI Category Trainings.

	Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied
Usefulness of content to your teaching (How the content presented was useful in later planning and delivering instruction to ELLs in your classroom)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of the content provided to you (How the content presented compares to the latest research-based content available)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adequacy of pacing of the training (How fast or slow the pace of delivery was for your needs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Methods of communication about trainings (How you found out about the trainings)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Schedule of trainings (How convenient the date and time were for you)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Usefulness of materials and hand-outs (How useful and how high quality materials and handouts were for the purpose of the trainings)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interaction/engagement with other participants during the training (How training allowed for interaction with others in the practice of strategies to be used later in the classroom)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connection/applicability of materials, techniques and strategies from the training(s) to your instruction of ELLs (How useful as models for adapting to classroom instruction with ELLs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Post-training follow-up (How the support, if any, you have received after the training in the implementation of instructional strategies for ELLs has been useful) *Please do not answer if there wasn't any post-training follow-up.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge/expertise of SEI trainers (How	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

the trainer was able to incorporate and respond to questions, concerns brought up by participants)

Q14 How many participants attended each training?

	Fewer than 10	10-20	21-50	51-75	76-100+
Category 1: Second Language Learning and Teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Category 2: Sheltering Content Instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Category 3: Assessment of Speaking and Listening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Category 4: Teaching Reading and Writing to ELLs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q15 Effective Classroom Instruction Please rate how strongly you agree/disagree with the following statement(s):

	Strongly Disagree	Disagree	Agree	Strongly Agree
Category 1: Second Language Learning and Teaching helped to improve my teaching of ELLs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Category 2: Sheltering Content Instruction helped to improve my teaching of ELLs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Category 3: Assessment of Speaking and Listening helped to improve my teaching of ELLs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Category 4: Teaching Reading and Writing to ELLs helped to improve my teaching of ELLs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q16 As a result of the training/s, what is your level of collaboration with ESL teacher/s in your school or district? Choose all that apply. Meet regularly with ESL teacher/s to:

- To examine student work
- To analyze student data (MEPA) to inform instruction
- To plan for team teaching
- To plan for parent conferences
- Other: _____
- There is no formal collaboration.

Q17 What were your needs after the training? Choose all that apply.

- Help implementing strategies in my classroom
- Did not know why some strategies did not work well
- Would like to observe someone else implement strategies
- Would benefit from a study group
- Follow up sessions with more depth
- Have an observer provide me with feedback on implementation
- Other _____

Q18 Impact on Student Learning Please rate how strongly you agree/disagree with the following statement(s):

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	I do not know as I do not have assessment data to conclude.
As a consequence of my having participated in Category 1: Second Language Learning and Teaching , I have seen improvement in the academic learning of ELLs as evidenced by formative (white boards, choral response, self and peer assessment, etc.) and/or summative assessments (unit tests, quarterly tests, benchmark assessments, MCAS, MEPA, etc).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a consequence of my having participated in Category 2: Sheltering Content Instruction , I have seen improvement in the academic learning of ELLs as evidenced by formative (white boards, choral response, self and peer assessment, etc.) and/or summative assessments (unit tests, quarterly tests, benchmark assessments, MCAS, MEPA, etc).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a consequence of my having participated in Category 4: Teaching Reading and Writing to ELLs , I have seen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

improvement in the academic learning of ELLs as evidenced by formative (white boards, choral response, self and peer assessment, etc.) and/or summative assessments (unit tests, quarterly tests, benchmark assessments, MCAS, MEPA, etc).					
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Q19 Please rate how strongly you agree/disagree with the following statement:

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	I have not had the opportunity.
As a consequence of participating in Category 3: Assessment of Speaking and Listening, I am able to place ELLs along the six-level continuum of proficiency of the MELA-O rubric to assess their language skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q20 Recommendations What aspects of the training would you like to improve? Choose all that apply.

	Category 1: Second Language Learning and Teaching	Category 2: Sheltering Content Instruction	Category 3: Assessment of Speaking and Listening	Category 4: Teaching Reading and Writing to ELLs
More theoretical framework/content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunity for more interaction in engaging with strategies and materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More concrete examples of how to use results of ELL assessment data such as Annual Measurable Achievement Objectives (AMAO) and MA English Proficiency Assessment (MEPA) to inform instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More time dedicated to the training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Less time dedicated to the training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In classroom coaching/modeling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improve quality of trainers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More alignment/connection with other professional development offered in school/district	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q21 Please complete the following: In general, the SEI training/s...

- Were better than expected.
- Matched expectations.
- Were worse than expected.

Q22 How would you rate the SEI Category Trainers compared to other consultants/service providers?

- Much better
- Better
- About the Same
- Worse
- Much Worse

Q23 Please complete the following: In general, the SEI training/s:

- Should be mandatory training for all teachers.
- Should be optional training for teachers.
- Other: _____

Q24 In which format would the trainings be most useful?

- Face to face workshop model
- Online model
- Online hybrid (combination of face to face and online)

Q25 How likely would you be to recommend SEI Category Trainings to a colleague?

	Very Unlikely	Somewhat Unlikely	Somewhat Likely	Very Likely
Category 1: Second Language Learning and Teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Category2: Sheltering Content Instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Category 3: Assessment of Speaking and Listening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Category 4: Teaching Reading and Writing to ELLs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix H

Results of SEI Category Training Online Teacher Survey

Summary

Overview

Beginning on May 31 through June 30, 2011, the SEI Category Training survey was administered to teachers in select Massachusetts districts. The survey provides the opportunity for teachers to share their experiences with SEI Category Trainings on the following topics: logistics, satisfaction with various aspects of the training, impact on classroom instruction; impact on student learning, and summative reflections.

Content

WestEd worked closely with the MA DESE to develop the content for the SEI Category Training survey. Content was developed to inform the overall evaluation of the SEI Category Trainings program. The content of the survey is designed to complement information from interviews and focus groups. Survey questions were constructed and programmed to minimize measurement and sample error. The survey was piloted through an automated response generator with a sample size of 100.

Sample

In order to represent districts across Massachusetts, districts were chosen of varying sizes: small, medium and large. WestEd worked with 8 districts in Massachusetts, including 3 large districts, 5 medium sized districts, and one small district.

Administration

Because many schools have competing priorities, schools administered the survey over different time frames. All teachers completed the survey between May 31 and June 30, 2011. Each district superintendent or designee distributed the survey with a common invitation written by WestEd. District superintendents or designees were also asked to send a common reminder invitation midway through the administration of the survey. All teachers received these invitations and reminders via email. Teachers were informed that this survey was voluntary and that they would be answering anonymously.

Notes

Due to a programming error, data for item #21 in the SEI Category Training survey are unavailable.

Findings

Overview

This section of findings details the responses returned for each item on the survey. The number of respondents who select each response is reported as a raw number and as a percentage of the total number of participants who responded to each item, (Total). There were 2,232 participants in total, but as not all respondents answered every question, the totals in the tables vary.

For this analysis, it is important to note that for items pertaining to particular SEI Category Trainings, the sample only includes the respondents who have indicated participating in that Category Training. Respondents who indicated that they had not taken a Category Training are not included in any content analysis for items pertaining to SEI Category Trainings. In some cases, researchers explored disaggregating by demographic subgroups to present differences in data where possible. In many cases this was not possible due to the type of question asked (e.g. choose-all-that-apply type questions) and in other cases there was not an appreciable difference among respondents from different subgroups. Evaluators chose to disaggregate select items by the subgroups determined by size of district (small, medium and large).

Demographics

All participants were asked to identify their district, district size, main role, grade levels that they work with, and the characteristics of ELL students they teach. Table 0.0 presents the percentage of all respondents responding from each district. The larger districts represent approximately 65% of all respondents. Table 0.1 presents the percentage of each district responding. The small district, with 76.5% responding, represents the district with the highest proportion of their district responding. In general, between 30% and 50% of all teachers responded in each district.

Table 0.0 In which district do you teach?

	Total	%
Large #1	873	40.6
Large #2	515	24.0
Medium #1	133	6.2
Medium #2	226	10.5
Medium #3	177	8.2
Medium #4	130	6.0
Medium #5	57	2.7
Small #1	39	1.8
Total	2150	100.0

Table 0.1 Percentage of each district responding

	Total Number of Respondents	Total Number of Teachers	% of all Responding
Large #1	873	2143	40.7
Large #2	515	1716	30.0
Medium #1	133	347	38.3
Medium #2	226	533	42.4
Medium #3	177	369	48.0
Medium #4	130	389	33.4
Medium #5	57	284	20.1
Small #1	39	51	76.5
Total	2150	5832	36.7

Table 1.0 shows that of all respondents, a majority (59.2%) have been teaching for 10 years or more. Almost 90% of respondents have been teaching for three or more years. Of all respondents, 3.3% have been teaching for less than one year.

Table 1.0 How long have you been a teacher in Massachusetts?

	Total	%
Less than 1 year	72	3.3
1 year to less than 3 years	142	6.6
3 years to less than 10 years	669	30.9
10 years or more	1283	59.2
Total	2166	100.0

Participants were asked to identify the grade range that they teach. Respondents were permitted to select more than one grade range and each grade range is represented in the sample.

Table 2.0 What grade level/s do you teach? Choose all that apply.

	Total	%
Kindergarten	373	16.7
Grades 1-3	688	30.8
Grades 4-5	562	25.2
Grades 6-8	579	25.9
Grades 9-12	580	26.6
Other	263	11.8
Total Respondents ¹	2232	-----

Participants were asked to identify their main role. Table 3.0 reports that approximately 54.4% of respondents are classroom teachers, 15.9% of respondents are Special Education teachers, and 5.3% are coaches.

Table 3.0 What is your main teaching role?

	Total	%
Classroom Teacher	1172	54.4
Special Education Teacher	343	15.9
Title I Teacher	54	2.5
Coach	114	5.3
Other	472	21.9
Total	2155	100.0

Participants were asked to identify the size of their district. Table 4.0 shows, as noted earlier, 64.8% of respondents are from large districts, with greater than 10,000 students.

Table 4.0 Which of the following best describes the size of the districts in which you teach?

	Total	%
Large district (greater than 10,000 students in total)	1408	64.8
Mid-sized district (greater than 4,000 and less than 10,000 students in total)	725	33.4
Small district (less than 4,000 students in total)	39	1.8
Total	2172	100.0

¹ For “Choose all that apply” items, the number of respondents may not equal the number of responses and the percentages may not equal 100.

Participants were asked to characterize their ELL students by choosing all descriptors that apply. Table 5.0 shows that of all respondents, 72.2% teach ELL students who have experienced many transitions moving from their locations a lot. Approximately 63% of respondents characterize their ELL students by interrupted schooling. Another 63% characterized their ELL students as having social/emotional needs.

Table 5.0 Which of the following best describes your ELL students? Choose all that apply.

	Total	% of all Respondents
ELL Students with interrupted schooling	1409	63.2
ELL students with no formal schooling	709	31.8
ELL students with social/emotional needs	1403	62.9
ELL students have experienced many transitions by moving location a lot (district, state, country, etc.)	1612	72.2
ELL students who have come from countries in turmoil such as unrest, civil strife, or war	872	39.1
ELL students on refugee status	571	25.6
Total Respondents	2232	-----

Table 6.0 identifies the percentage of respondents who participated in each Category Training. Respondents who have participated in more than one Category Training were allowed to select multiple trainings. Of all respondents, 25.4% did not take any SEI Category Trainings. Those who did not take the SEI Category Trainings are not included in any samples of items that ask about the trainings. Of all respondents, most respondents (63.2%) took the Category 1 Training. Almost half of the respondents (46% and 47%) took Category 2 and Category 3 Trainings. Only 36.4% of respondents indicated that they took the Category 4 Training. The aggregated number of trainings respondents attended is 4299.

Table 6.0 Which of the following SEI Category Trainings have you taken? Choose all that apply.

	Total	%
Category 1: Second Language Learning and Teaching	1410	63.2
Category 2: Sheltering Content Instruction	1036	46.4
Category 3: Assessment of Speaking and Listening	1041	46.6
Category 4: Teaching Reading and Writing to ELLs	812	36.4
No SEI Category Trainings	566	25.4
Total Respondents	2232	-----

Table 7.0 indicates that the most common way that a participant came to a Category Training was to personally request to participate (42.3%).

Table 7.0 How did you come to participate in the SEI Category Trainings?

	Total	%
The school principal/assistant principal requested that I participate.	491	31.4
A district supervisor requested that I participate.	410	26.2
I personally requested to participate.	661	42.3
Total	1562	100.0

Table 8.0 indicates that 57.3% of respondents took the trainings in whatever sequence they were offered. Thirty one percent (31%) of respondents reported taking trainings in sequential order.

Table 8.0 In what order or sequences did you take the SEI Category Trainings?

	Total	%
I took the trainings in sequence beginning at Category 1 and continuing on to the others.	485	31.0
I took the trainings in whatever sequence that they were offered at the time.	896	57.3
I took the trainings out of sequence based on my interest level and/or need.	182	11.6
Total	1563	100.0

Participants were asked whether or not the sequence in which they took the SEI Category Trainings made a difference to their understanding and master of the concepts presented. Participants who had indicated taking any Category Training were able to respond. Table 9.0 indicates that of all respondents, 48.2% thought that the sequence did not matter. Approximately 16% of participants could not say as they only took one Category Training.

Table 9.0 Did the sequence in which you took the SEI Category Trainings make a difference to your understanding and mastery of the concepts presented?

	Total	%
Yes, I think taking the trainings in sequence is important as each successive Category built on the knowledge presented in the previous one.	307	19.6
No, I do not think the sequence mattered.	754	48.2

I cannot say as I have taken only one Category Training.	251	16.0
I don't know if the sequence makes a difference or not.	253	16.2
Total	1565	100.0

Participants were asked to identify characteristics of trainers with whom they had taken a Category Training. Almost 60% indicated that the trainer was from their district, as indicated in Table 10.0.

Table 10.0 Choose all that apply regarding the SEI Category Trainers that you have taken trainings with:

	Total	%
The trainer was from my district.	1330	84.7
The trainer was from an educational collaborative agency.	262	16.7
The trainers was from the MA Department of Elementary and Secondary Education.	138	8.8
The trainer was from a college or university.	135	8.6
Other	73	4.6
Total of Respondents	1571	-----

Participants were asked when they took the SEI Category Trainings. As indicated in Table 11.0, 77.5% of respondents indicated they began taking the trainings at least 2 years ago.

Table 11.0 When did you participate in the SEI Category Trainings?

	Total	%
I began taking the training/s about 5 years ago.	530	33.8
I began taking the training/s about 2-4 years ago.	685	43.7
I began taking training/s this past and/or present school year.	354	22.6
Total	1569	100.0

Participants were asked whether or not they would like to receive any additional information on ELLs that might not have been covered or covered adequately in SEI Category Trainings. Table 12.0 indicates that 51.6% of all respondents would like more information about differentiating between special needs and the stages of English language acquisition. Another 32.7% indicated that they would like more information on ELLs with special needs.

Table 12.0 Would you like to receive any additional information on ELLs to add to your knowledge base that might not have been covered or covered adequately in SEI Category Trainings? Choose all that apply.

	Total	%
Addressing social/emotional needs of ELL students	722	51.6
Reaching out to ELL parents and community	602	43.0
Ways to incorporate ELL students' native languages in the classroom	380	27.1
ELL students with special needs	729	52.1
ELL students below grade level (1 to 2 grades)	611	43.6
ELL students significantly below grade level (3 grades or more)	494	35.3
Differentiating between special needs and the stages of English language acquisition	843	60.2
Content area support in subjects such as math, science, social studies, English language arts, etc.	610	43.6
Other	55	3.9
Total number of Respondents	1400	-----

Satisfaction with Trainings

Participants were asked to indicate their level of overall satisfaction with various attributes of the SEI Category Trainings including for example: Usefulness of content, quality of content, adequacy of pacing, methods of communication, schedule, usefulness of materials and handouts. Among all of these attributes, respondents indicated that they were somewhat satisfied or very satisfied. The attribute with the highest percentage of satisfaction (90.3%) was interaction/engagement with other participants during the training. The highest level of dissatisfaction, or almost 50%, was reported on post-training follow up. Twenty six percent of respondents indicated dissatisfaction with the schedule of trainings.

Table 13.0 Please indicate your level of overall satisfaction with the following attributes of the SEI Category Trainings.

	Very Dissatisfied		Somewhat Dissatisfied		Somewhat Satisfied		Very Satisfied		Total	
	Total	%	Total	%	Total	%	Total	%	Total	%
Usefulness of content to your teaching	64	4.2	154	10.1	814	53.4	491	32.2	1523	100.0
Quality of the content provided to you	40	2.6	141	9.3	768	50.6	569	37.5	1518	100.0
Adequacy of pacing of the training	63	4.2	173	11.4	712	47.0	567	37.4	1515	100.0
Methods of communication about trainings	62	4.1	156	10.3	674	44.4	627	41.3	1519	100.0
Schedule of trainings	125	8.3	272	18.0	644	42.7	468	31.0	1509	100.0
Usefulness of materials and hand-outs	61	4.0	200	13.2	761	50.2	493	32.5	1515	100.0
Interaction/engagement with other participants during the training	33	2.2	114	7.5	694	45.8	675	44.5	1516	100.0
Connection/applicability of materials, techniques and strategies from the training(s) to your instruction of ELLs	81	5.4	196	13.0	750	49.9	477	31.7	1504	100.0
Post-training follow-up	154	14.9	306	29.6	393	38.0	181	17.5	1034	100.0
Knowledge/expertise of SEI trainers	44	2.9	105	6.9	640	42.2	728	48.0	1517	100.0

* A short description of each attribute was given. See Category Training Survey (Appendix G) for details.

Logistics

Participants were asked approximately how many teachers attended each training. Only those respondents who had indicated they took a particular Category Training were included in the sample for that Category Training item. According to Table 14.0, respondents who participated in the ++++Category 3 Training were most likely to have a smaller number of participants in the classroom. For each Category Training, most of the respondents (55-57%) who took that training indicated that there were between 10 and 20 participants in the training.

Table 14.0 How many participants attended each training?

	Fewer than 10		10-20		21-50		51-75		76-100+		Total	
	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Category 1: Second Language Learning and Teaching	53	4.2	726	56.9	442	34.6	32	2.5	24	1.9	1277	100.0
Category 2: Sheltering Content Instruction	46	4.7	538	55.5	361	37.3	15	1.5	9	0.9	969	100.0
Category 3: Assessment of Speaking and Listening	72	7.6	541	57.4	298	31.6	21	2.2	10	1.1	942	100.0
Category 4: Teaching Reading and Writing to ELLs	46	6.1	421	55.7	268	35.4	17	2.2	4	0.5	756	100.0

Improved Practice

Participants were asked to what degree they agreed or disagreed that the Category Training they took helped them to improve their teaching of ELLs. Only those respondents who had indicated they took a particular Category Training were included in the sample for that Category Training item. In the sample of respondents of each category training, between 59.7% and 65.2% agreed that the Category Training helped improve their teaching of ELLs. Those who took the Category 4 Training had the highest percentage of respondents indicate that they strongly agreed (23.4%). The subgroup who participated in Category 1 Training and the subgroup who participated in Category 3 Training had a higher proportion of the subgroup sample disagree to some degree (combined 22.3% and 20.8%) that the Category Training helped improve their teaching of ELLs. Results from district-size subgroups are shown below in Tables 15.1, 15.2, and 15.3. A higher proportion of participants from small districts strongly agreed that the SEI Category Trainings helped improve their teaching of ELLs.

Table 15.0 Effective Classroom Instruction: Please rate how strongly you agree/disagree with the following statement(s):

	Strongly Disagree		Disagree		Agree		Strongly Agree		Total	
	Total	%	Total	%	Total	%	Total	%	Total	%
Category 1* helped to improve my teaching of ELLs	49	3.8	240	18.5	812	62.7	194	15.0	1295	100.0
Category 2* helped to improve my teaching of ELLs	25	2.6	95	9.8	634	65.2	219	22.5	973	100.0
Category 3* helped to improve my teaching of ELLs	34	3.6	163	17.2	565	59.7	184	19.5	946	100.0
Category 4* helped to improve my teaching of ELLs	19	2.5	80	10.4	484	63.2	183	23.9	766	100.0

*The full name of Category Training was given in the question.

Table 15.1 Effective Classroom Instruction: Please rate how strongly you agree/disagree with the following statement(s): Large District

	Strongly Disagree		Disagree		Agree		Strongly Agree		Total	
	Total	%	Total	%	Total	%	Total	%	Total	%
Category 1* helped to improve my teaching of ELLs	33	3.9	147	17.4	544	64.2	123	14.5	847	100.0
Category 2* helped to improve my teaching of ELLs	18	2.8	63	9.8	427	66.7	132	20.6	640	100.0
Category 3* helped to improve my teaching of ELLs	21	3.3	96	15.2	392	61.9	124	19.6	633	100.0
Category 4* helped to improve my teaching of ELLs	14	2.7	54	10.3	337	64.3	119	22.7	524	100.0

*The full name of Category Training was given in the question.

Table 15.2 Effective Classroom Instruction: Please rate how strongly you agree/disagree with the following statement(s): Mid-Size District

	Strongly Disagree		Disagree		Agree		Strongly Agree		Total	
	Total	%	Total	%	Total	%	Total	%	Total	%
Category 1* helped to improve my teaching of ELLs	15	3.5	91	21.5	254	59.9	64	15.1	424	100.0
Category 2* helped to improve my teaching of ELLs	6	1.9	30	9.6	194	62.2	82	26.3	312	100.0
Category 3* helped to improve my teaching of ELLs	12	4.2	64	22.3	157	54.7	54	18.8	287	100.0
Category 4* helped to improve my teaching of ELLs	5	2.3	24	10.8	136	61.3	57	25.7	222	100.0

*The full name of Category Training was given in the question.

Table 15.3 Effective Classroom Instruction: Please rate how strongly you agree/disagree with the following statement(s): Small District

	Strongly Disagree		Disagree		Agree		Strongly Agree		Total	
	Total	%	Total	%	Total	%	Total	%	Total	%
Category 1* helped to improve my teaching of ELLs	1	4.5	1	4.5	13	59.1	7	31.8	22	100.0
Category 2* helped to improve my teaching of ELLs	1	5.0	1	5.0	13	65.0	5	25.0	20	100.0
Category 3* helped to improve my teaching of ELLs	1	4.0	2	8.0	16	64.0	6	24.0	25	100.0
Category 4* helped to improve my teaching of ELLs	0	0.0	1	5.3	11	57.9	7	36.8	19	100.0

*The full name of Category Training was given in the question.

Participants were asked about the way they collaborate with ESL teacher/s in their school or district as a result of participating in the SEI Category Trainings. Multiple-selection was allowed. The most frequently reported level of collaboration was to examine student work, 27.5% of respondents. Approximately one-half (53.8%) of respondents indicated that there is no formal collaboration. A higher proportion of participants from small districts identified that as a result of the training they collaborate to examine student work and to analyze student data to inform instruction when compared to respondents from larger- or medium-sized districts.

Table 16.0 As a result of the training/s, what is your level of collaboration with ESL teacher/s in your school or district? Choose all that apply. Meet regularly with ESL teacher/s to:

	Total	%
Examine student work	412	27.5
Analyze student data (MEPA) to inform instruction	333	22.2
Plan for team teaching	313	20.9
Plan for parent conferences	215	14.4
Other	121	8.1
There is no formal collaboration.	806	53.8
Total	1497	

Table 16.1 As a result of the training/s, what is your level of collaboration with ESL teacher/s in your school or district? Choose all that apply. Meet regularly with ESL teacher/s to:

	Large District (Greater than 10,000)		Mid-size district (Greater than 4,000 and less than 10,000)		Small district (Less than 4,000)	
	Total	%	Total	%	Total	%
Examine student work	263	18.7	137	18.9	12	30.8
Analyze student data (MEPA) to inform instruction	215	15.3	106	14.6	12	30.8
Plan for team teaching	204	14.5	99	13.7	9	23.1
Plan for parent conferences	136	9.7	73	10.1	6	15.4
Other	66	4.7	55	7.6	0	0.0
There is no formal collaboration.	491	34.9	302	41.7	12	30.8
Total	1408	100.0	725	100.0	39	100.0

Participants were asked what their needs after the trainings were. Multiple selection was allowed. Table 17 indicates that of all respondents, 48.8% indicated that they would like to observe someone else implement strategies. Another 41.8% indicated that they would like help implementing strategies in their classrooms. Results from this item are disaggregated by district size in table 17.1.

Table 17.0 What were your needs after the training? Choose all that apply.

	Total	%
Help implementing strategies in my classroom	500	41.8
Did not know why some strategies did not work well	94	7.9
Would like to observe someone else implement strategies	584	48.8
Would benefit from a study group	240	20.1
Follow up sessions with more depth	434	36.3
Have an observer provide me with feedback on implementation	221	18.5
Other	134	11.2
Respondents	1196	

Table 17.1 What were your needs after the training? Choose all that apply.

	Large District (Greater than 10,000)		Mid-size district (Greater than 4,000 and less than 10,000)		Small district (Less than 4,000)	
	Total	%	Total	%	Total	%
Help implementing strategies in my classroom	310	22.0	178	24.6	11	28.2
Did not know why some strategies did not work well	61	4.3	28	3.9	5	12.8
Would like to observe someone else implement strategies	364	25.9	203	28.0	17	43.6
Would benefit from a study group	143	10.2	92	12.7	5	12.8
Follow up sessions with more depth	276	19.6	148	20.4	10	25.6
Have an observer provide me with feedback on implementation	139	9.9	75	10.3	7	17.9
Other	84	6.0	49	6.8	0	0.0
Total	1408	100.0	725	100.0	39	100.0

Impact on Student Learning

Participants were asked to rate how strongly they agreed or disagreed with statements about impact on ELL academic learning. Each of the subgroups who responded about the four SEI Category Trainings agreed or strongly agreed by majority that there had been a positive impact. Table 18.0 details the amount of agreement among those who took Category 1, 2, or 4 Training. Table 19.0 details the amount of agreement among those who took Category 3 Training. Results for subgroups of district size are presented below in Tables 18.1, 18.2, 18.3, 19.1, 19.2, and 19.3.

Table 18.0 Impact on Student Learning: Please rate how strongly you agree/disagree with the following statement(s):

	Strongly Disagree		Somewhat Disagree		Somewhat Agree		Strongly Agree		I do not know **		Total	
	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
As a consequence of my having participated in Category 1*, I have seen improvement in the academic learning of ELLs as evidenced by the formative (white boards, choral response, self and peer assessment, etc) and/or summative assessments (unit tests, quarterly tests, benchmark assessments, MCAS, MEPA, etc)	54	4.2	157	12.1	545	42.2	220	17.0	317	24.5	1293	100.0
As a consequence of my having participated in Category 2*, I have seen improvement in the academic learning of ELLs as evidenced by the formative (white boards, choral response, self and peer assessment, etc) and/or summative assessments (unit tests, quarterly tests, benchmark assessments, MCAS, MEPA, etc)	26	2.7	81	8.4	417	43.5	228	23.8	207	21.6	959	100.0
As a consequence of my having participated in Category 4*, I have seen improvement in the academic learning of ELLs as evidenced by the formative (white boards, choral response, self and peer assessment, etc) and/or summative assessments (unit tests, quarterly tests, benchmark assessments, MCAS, MEPA, etc)	22	2.9	62	8.2	332	43.7	198	26.1	146	19.2	760	100.0

*Full name of the Category Training was given in the question.

** Respondents did not know because they did not have assessment data.

Table 18.1 Please rate how strongly you agree/disagree with the following statement(s): Large District

	Strongly Disagree		Somewhat Disagree		Somewhat Agree		Strongly Agree		I do not know **		Total	
	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
As a consequence of my having participated in Category 1*, I have seen improvement in the academic learning of ELLs as evidenced by the formative (white boards, choral response, self and peer assessment, etc) and/or summative assessments (unit tests, quarterly tests, benchmark assessments, MCAS, MEPA, etc)	37	4.4	98	11.7	370	44.1	149	17.8	127	22.1	839	100.0
As a consequence of my having participated in Category 2*, I have seen improvement in the academic learning of ELLs as evidenced by the formative (white boards, choral response, self and peer assessment, etc) and/or summative assessments (unit tests, quarterly tests, benchmark assessments, MCAS, MEPA, etc)	19	3.0	49	7.8	294	46.8	145	23.1	84	19.3	628	100.0
As a consequence of my having participated in Category 4*, I have seen improvement in the academic learning of ELLs as evidenced by the formative (white boards, choral response, self and peer assessment, etc) and/or summative assessments (unit tests, quarterly tests, benchmark assessments, MCAS, MEPA, etc)	15	2.9	42	8.1	224	43.2	135	26.0	41	19.8	519	100.0

*Full name of the Category Training was given in the question.

** Respondents did not know because they did not have assessment data.

Table 18.2 Impact on Student Learning: Please rate how strongly you agree/disagree with the following statement(s): Mid-Sized District

	Strongly Disagree		Somewhat Disagree		Somewhat Agree		Strongly Agree		I do not know **		Total	
	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
As a consequence of my having participated in Category 1*, I have seen improvement in the academic learning of ELLs as evidenced by the formative (white boards, choral response, self and peer assessment, etc) and/or summative assessments (unit tests, quarterly tests, benchmark assessments, MCAS, MEPA, etc)	15	3.5	57	13.3	164	38.2	66	15.4	127	29.6	429	100.0
As a consequence of my having participated in Category 2*, I have seen improvement in the academic learning of ELLs as evidenced by the formative (white boards, choral response, self and peer assessment, etc) and/or summative assessments (unit tests, quarterly tests, benchmark assessments, MCAS, MEPA, etc)	6	1.9	30	9.7	111	35.9	78	25.2	84	27.2	309	100.0
As a consequence of my having participated in Category 4*, I have seen improvement in the academic learning of ELLs as evidenced by the formative (white boards, choral response, self and peer assessment, etc) and/or summative assessments (unit tests, quarterly tests, benchmark assessments, MCAS, MEPA, etc)	6	2.7	18	8.2	99	45.0	56	25.5	41	18.6	220	100.0

*Full name of the Category Training was given in the question.** Respondents did not know because they did not have assessment data

Table 18.3 Impact on Student learning: Please rate how strongly you agree/disagree with the following statement(s): Small District

	Strongly Disagree		Somewhat Disagree		Somewhat Agree		Strongly Agree		I do not know **		Total	
	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
As a consequence of my having participated in Category 1*, I have seen improvement in the academic learning of ELLs as evidenced by the formative (white boards, choral response, self and peer assessment, etc) and/or summative assessments (unit tests, quarterly tests, benchmark assessments, MCAS, MEPA, etc)	2	9.1	1	4.5	11	50.0	4	18.2	4	18.2	22	100.0
As a consequence of my having participated in Category 2*, I have seen improvement in the academic learning of ELLs as evidenced by the formative (white boards, choral response, self and peer assessment, etc) and/or summative assessments (unit tests, quarterly tests, benchmark assessments, MCAS, MEPA, etc)	1	5.0	1	5.0	12	60.0	4	20.0	2	10.0	20	100.0
As a consequence of my having participated in Category 4*, I have seen improvement in the academic learning of ELLs as evidenced by the formative (white boards, choral response, self and peer assessment, etc) and/or summative assessments (unit tests, quarterly tests, benchmark assessments, MCAS, MEPA, etc)	1	5.3	1	5.3	9	47.4	6	31.6	2	10.5	19	100.0

*Full name of the Category Training was given in question.** Respondents did not know because they did not have assessment data.

Table 19.0 Please rate how strongly you agree/disagree with the following statement:

	Strongly Disagree		Somewhat Disagree		Somewhat Agree		Strongly Agree		I have not had the opportunity		Total	
	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
As a consequence of participating in Category 3*, I am able to place ELLs along the six level continuum of proficiency of the MELA-O rubric to assess their language skills.	26	2.8	48	5.1	298	31.7	410	43.7	157	16.7	939	100

*Full name of the Category Training was given in the question.

Table 19.1 Please rate how strongly you agree/disagree with the following statement: Large District

	Strongly Disagree		Somewhat Disagree		Somewhat Agree		Strongly Agree		I have not had the opportunity		Total	
	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
As a consequence of participating in Category 3*, I am able to place ELLs along the six level continuum of proficiency of the MELA-O rubric to assess their language skills.	16	2.5	24	3.8	199	31.6	290	46.1	100	15.9	629	100.0

*Full name of the Category Training was given in the question.

Table 19.2 Please rate how strongly you agree/disagree with the following statement: Mid-Sized District

	Strongly Disagree		Somewhat Disagree		Somewhat Agree		Strongly Agree		I have not had the opportunity		Total	
	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
As a consequence of participating in Category 3*, I am able to place ELLs along the six level continuum of proficiency of the MELA-O rubric to assess their language skills.	7	2.5	23	8.1	88	31.1	109	38.5	56	19.8	283	100.0

*Full name of the Category Training was given in the question.

Table 19.3 Please rate how strongly you agree/disagree with the following statement: Small District

	Strongly Disagree		Somewhat Disagree		Somewhat Agree		Strongly Agree		I have not had the opportunity		Total	
	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
As a consequence of participating in Category 3*, I am able to place ELLs along the six level continuum of proficiency of the MELA-O rubric to assess their language skills.	3	12.0	0	0.0	11	44.0	10	40.0	1	4.0	25	100.0

*Full name of the Category Training was given in the question.

Table 20.0 Recommendations: What aspects of the training would you like to improve? Choose all that apply.

Data are unavailable for table 20. Data for item Q20 (see Appendix G: SEI Category Training Online Survey) do not exist.

Overall Satisfaction

Participants were asked to respond to how well the SEI Category Training matched their expectations. Table 21.0 shows that 71.2% of respondents said that the SEI Category Trainings matched expectations. More respondents said that the SEI trainings were better than expected (17.5%) than worse than expected (11.4%). Participants who responded from small districts had a higher proportion who thought that the SEI Category Trainings were worse than expected, when compared to respondents from larger- or medium-sized districts.

Table 21.0 Please complete the following: In general, the SEI training/s...

	Total	%
Were better than expected.	249	17.5
Matched expectations.	1014	71.2
Were worse than expected.	162	11.4
Total	1425	100.0

Table 21.1 Please complete the following: In general, the SEI training/s...

	Large District (Greater than 10,000)		Mid-size district (Greater than 4,000 and less than 10,000)		Small district (Less than 4,000)	
	Total	%	Total	%	Total	%
Were better than expected.	157	18.0	88	17.0	4	12.5
Matched expectations.	613	70.1	377	72.9	23	71.9
Were worse than expected.	104	11.9	52	10.1	5	15.6
Total	874	100.0	517	100.0	32	100.0

Participants were asked to respond to how they would rate the SEI Category Trainers compared to other consultants/service providers. As seen in Table 22.0, 67.7% said that the trainers were about the same as other consultants. Results are displayed disaggregated by district size in table 22.1.

Table 22.0 How would you rate the SEI Category Trainers compared to other consultants/service providers?

	Total	%
Much better	171	12.2
Better	313	22.4
About the same	801	67.2
Worse	96	6.9
Much worse	19	1.4
Total	1400	100.0

Table 22.1 How would you rate the SEI Category Trainers compared to other consultants/service providers?

	Large District (Greater than 10,000)		Mid-size district (Greater than 4,000 and less than 10,000)		Small district (Less than 4,000)	
	Total	%	Total	%	Total	%
Much better	111	13.0	58	11.4	2	6.3
Better	197	23.0	108	21.2	8	25.0
About the same	480	56.0	303	59.5	17	53.1
Worse	57	6.7	34	6.7	4	12.5
Much worse	12	1.4	6	1.2	1	3.1
Total	857	100.0	509	100.0	32	100.0

Participants were asked whether they thought the trainings should be mandatory, optional, or other. As seen in Table 23.0, 52% of respondents said that the trainings should be mandatory.

Table 23.0 Please complete the following: In general, the SEI training/s:

	Total	%
Should be mandatory training for all teachers.	738	52.0
Should be optional training for teachers.	566	39.9
Other	114	8.0
Total	1418	100.0

Participants were asked which training format would be most useful. Table 24.0 shows that 67.1% of participants noted that the training should be a face-to-face workshop model. Another 24.5% of respondents said that an online hybrid model (combination of face to face and online) would be most useful.

Table 24.0 In which format would the trainings be most useful?

	Total	%
Face to face workshop model	951	67.1
Online model	120	8.5
Online hybrid (combination of face to face and online)	347	24.5
Total	1418	100.0

Participants were asked how likely they would be to recommend SEI Category Trainings to a colleague. Table 25.0 shows that, among the four subgroups of participants who took each of the four SEI Category Trainings, a large majority would somewhat likely or very likely recommend them to a colleague. Those who participated in the Category 4 Training had the highest proportion of respondents (84.0%) who would somewhat likely or very likely recommend the trainings to a colleague. Results by district size are show below in Tables 25.1, 25.2, and 25.3.

Table 25.0 How likely would you be to recommend SEI Category Trainings to a colleague?

	Very Unlikely		Somewhat unlikely		Somewhat Likely		Very Likely		Total	
	Total	%	Total	%	Total	%	Total	%	Total	%
Category 1*	135	11.0	168	13.6	521	42.3	408	33.1	1232	100.0
Category 2*	60	6.6	94	10.3	353	38.7	405	44.4	912	100.0
Category 3*	81	8.9	105	11.5	364	39.8	364	39.8	914	100.0
Category 4*	42	5.8	74	10.2	243	33.6	365	50.4	724	100.0

*Full name of the Category Training was given in the question.

**Table 25.1 How likely would you be to recommend SEI Category Trainings to a colleague?
Large District**

	Very Unlikely		Somewhat unlikely		Somewhat Likely		Very Likely		Total	
	Total	%	Total	%	Total	%	Total	%	Total	%
Category 1*	87	10.9	98	12.2	337	42.1	279	34.8	801	100.0
Category 2*	38	6.3	54	9.0	233	38.7	277	46.0	602	100.0
Category 3*	49	8.2	57	9.5	230	38.5	262	43.8	598	100.0
Category 4*	32	6.5	49	9.9	162	32.7	253	51.0	496	100.0

*Full name of the Category Training was given in the question.

**Table 25.2 How likely would you be to recommend SEI Category Trainings to a colleague?
Mid-Sized District**

	Very Unlikely		Somewhat unlikely		Somewhat Likely		Very Likely		Total	
	Total	%	Total	%	Total	%	Total	%	Total	%
Category 1*	45	11.1	68	16.7	175	43.0	119	29.2	407	100.0
Category 2*	19	6.6	38	13.1	111	38.4	121	41.9	289	100.0
Category 3*	29	10.0	44	15.2	126	43.4	91	31.4	290	100.0
Category 4*	8	3.8	24	11.5	76	36.5	100	48.1	208	100.0

*Full name of the Category Training was given in the question.

**Table 25.3 How likely would you be to recommend SEI Category Trainings to a colleague?
Small**

	Very Unlikely		Somewhat unlikely		Somewhat Likely		Very Likely		Total	
	Total	%	Total	%	Total	%	Total	%	Total	%
Category 1*	2	9.1	2	9.1	8	36.4	10	45.5	22	100.0
Category 2*	2	10.0	2	10.0	9	45.0	7	35.0	20	100.0
Category 3*	2	8.0	4	16.0	8	32.0	11	44.0	25	100.0
Category 4*	1	5.3	1	5.3	5	26.3	12	63.2	19	100.0

*Full name of the Category Training was given in the question.

Appendix I

Organizational Capacity of Learning Innovations at WestEd (LI/WestEd)

LI/WestEd is an educational research and technical assistance agency located in Massachusetts and Vermont with demonstrated impact in enhancing outcomes for underserved populations and improving schools. LI/WestEd is one of 17 WestEd offices nationwide. The organization has a proven track record in improving schools and increasing student achievement, and extensive knowledge of research-based and innovative approaches to ensuring equity and excellence. LI/WestEd is helping teachers to better serve English language learners, supporting school leaders to address prejudice and build cultural competence among staff, advising districts on how to use data and adopt policies and best practice to close achievement gaps. LI/WestEd is also a major partner in the Regional Educational Laboratory-Northeast & Islands (REL-NEI) with Education Development Center, Inc. (EDC).