English Learner Program Assessment Survey Analysis

Prepared for New Mexico Public Education Department

June 2018

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Introduction

Hanover Research (Hanover) designed and administered a survey to assess New Mexico State educators' current practices, abilities, and challenges implementing English Learner (EL) programming and instruction. The survey was administered in Spring 2018 to classroom teachers, EL coordinators and program directors, and school and district administrators.

In the following report, Hanover analyzes and summarizes the results from the English Learner Program Assessment Survey. In total, 2,602 respondents completed the survey and provided quality survey responses. The report includes results from 2208 classroom teachers, 71 EL coordinators or EL program directors, 233 school administrators, and 90 district administrators.

This analysis presents **Key Findings** and **Recommendations** based on the survey's results. Figures that support these key findings are presented in the following sections.

- **Section I: Background Information.**
- **Section II: Program Implementation.**
- **Section III: Supports and Resources.**

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Survey Goals:

- To gather stakeholder feedback on EL programs and instruction.

- To identify areas of needed support for meeting the needs of diverse ELs.

Approach:

Online survey of New Mexico educators in April, 2018

Methodology Notes

After administering the survey and collecting responses, Hanover identified and removed low-quality respondents. In the following report, results are segmented by role, region, and district size where significant differences exist. Information about regional location was taken from the New Mexico School Boards Association, and information about district enrollment size (based on 2015-16 data) was taken from the National Center for Education Statistics. Additional segmentations by training institution, as reported in the survey, can be found in the accompanying **data supplement**.

Please note that sample sizes vary across questions as some questions only pertain to a subset of respondents. Statistically significant differences (95% confidence level) between groups are noted with an asterisk (*); however, for some charts, sample sizes may be small (n<20) and results should be interpreted with caution. For full aggregate and segmented results, please consult the accompanying data supplement.
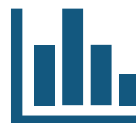
Finally, "Don't Know or Not Applicable" responses, and equivalent, are often excluded from the figures and analysis in order to focus on respondents who did express an opinion.

Administer the Survey

Clean and Process the Results

Analyze and Segment Responses

Report Key Findings

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KEY FINDINGS AND RECOMMENDATIONS

EL Programs and Support Offerings

- **Three-quarters of respondents indicate that their school, or schools at the district, have an EL program; although, respondents are less likely to report that their schools or districts provide language support for ELs in content areas daily than to develop their English language proficiency.** While most respondents report an EL program at their site, just 68 percent of respondents indicate that their school, or schools within their district, offer language support for ELs in content areas daily compared to 84 percent who report this support for ELs' English language proficiency development.

  - **While EL programming, language support in content areas, and language proficiency support is fairly consistent across districts in different regions, Region III stands apart as an outlier.** Nearly half of respondents in Region III in the northeastern part of New Mexico (46%) report that their school, or schools within their district, does not have an EL program, in which only 37 percent confirm that there is an EL program at their school or schools within their district. By comparison, 70 percent or more of respondents in New Mexico's other regions report an EL program at their site. At the same time, respondents in Region III are significantly more likely to report that their school, or schools within the district, do not offer language support for ELs in content areas daily (32%).

- **Most respondents have had training in EL instruction, but teachers report less training than the other respondents surveyed and are less likely to be aware of EL programs at their school.** Eighty percent of respondents have had training to support EL students (ranging from 79% for teachers to 94% for EL coordinators/directors), and more than half of teachers (53%) have over ten years of educator experience working with EL students. However, less than half of teachers (45%) are TESOL certified, and just 73 percent of teachers indicate there is an EL program at their school compared to 87 percent of district administrators, 90 percent of EL coordinators/directors, and 91 percent of school administrators. Another 11 percent of teachers indicate that they do not know if they have an EL program at their schools compared to two percent or less of respondents from the other three roles, and 16 percent of teachers do not know if their schools offer support in content areas daily.

- **Most respondents report feeling comfortable instructing EL students, but whether respondents feel "somewhat" or "very" comfortable depends on a given instructional practice and an educator's role—at large, EL coordinators and directors are more likely to report feeling "very" comfortable instructing ELs than teachers.** Together, both teachers and EL program coordinators and directors report feeling "very" comfortable implementing a range of instructional techniques to teach ELs (47%-87%), and nearly 90 percent are at least "somewhat" or "very" comfortable using these techniques. Respondents report less comfort, however, in their ability to incorporate ELD standards into planning and instruction, in which only 47 percent report feeling "very" comfortable. Differentiating instruction to align with EL students' development levels is also an instructional practice in which fewer respondents are comfortable in their abilities (59% "very" comfortable). These two instructional practices are also those for which respondents are most interested in receiving extra support. These findings in mind, EL coordinators and directors are significantly more likely to report feeling "very" comfortable with most instructional practices than teachers and are also more likely to be interested in support for these skills. For example, 77 percent of EL coordinators and directors report feeling "very" comfortable incorporating ELD standards into planning and instruction compared to 46 percent of teachers. At the same time, just 44 percent of teachers are interested in support for this practice compared to 58 percent of EL coordinators and directors.

Preparation for EL Subgroups

- **Educators feel more prepared to meet the needs of EL students with higher level English proficiency skills than EL students with beginning level English proficiency skills.** Less than half of all respondents (32-45%) report feeling prepared to meet the needs of ELs with proficiency levels between 1-3, while just over half (52-55%) feel prepared to meet the needs ELs with proficiency levels between 4-6. EL coordinators and directors and district administrators report feeling the least prepared to meet the needs of lower level ELs, ranging from 19-39 percent and 20-27 percent, respectively, for levels 1-3. However, EL coordinators and directors feel more prepared than educators in other roles to meet the needs of levels 5 (63%) and 6 (68%), while district administrators report feeling little preparation to meet the needs of ELs levels 4-6 at just 31-42 percent. Teachers and school administrators express similar feelings of preparation for each EL level.

- **Respondents generally feel less prepared to meet the needs of ELs from diverse backgrounds than they do ELs who range in their English proficiency, particularly when meeting the needs of American Indian ELs.** Overall, respondents report feeling most prepared to meet the needs of Long-Term EL's (38%), while less than one-third feel prepared to meet the needs of newcomers (28%) and ELs with disabilities (27%). Just one-quarter of respondents report feeling prepared to meet the needs of American Indian ELs compared to 26 percent who feel "Not at all prepared." Notably, respondents from Region I in the northwestern part of New Mexico report the greatest preparation for meeting the needs of these EL subgroups, in which 45 percent of respondents report feeling prepared to meet the needs of American Indian ELs. Teachers and school administrators report feeling more prepared to meet the needs of all four EL subgroups (26-39% for both) compared to El coordinators and directors (15-32%) and district administrators (9-18%).

Educator Support and Resources

- **Less than half of respondents indicate that their schools or districts currently provide any of the supports and resources for EL instruction surveyed, or that they are satisfied with these supports.** Mentoring from other teachers is the most common support provided at 43 percent; the least support provided is online training sessions (21%) followed by modeling of classroom lessons (26%). Nearly one-quarter (24%) indicate that their schools or districts provide none of the supports listed in the survey. Teachers are the least likely to report that any of the supports are available to them (19-39%) and are most likely to report "none of the above" (26%), while district administrators are most likely to report that supports are available (29-71% with 4% for "none of the above"). Just under half of teachers report feeling "very" or "extremely" satisfied with any of the supports (42-46%), though are most satisfied with modeling of classroom lessons (47%).

    - **Considerable variation exists in who provides supports for EL instruction**, in which respondents select EL coordinators or directors less than one-third of the time (15-29%) for any given support or resource.

- **When asked about the supports and resources respondents wish were available to them to meet the needs of ELs, modeling of classroom instructions (57%), in-person workshops and seminars (56%), and instructional coaching (40%) are the three top choices**. Respondents across different educator roles generally reflect hold these views; although, district administrators express comparatively more interest in mentoring from other teachers.

    - **Respondents would generally prefer supports to be provided monthly.** More than one-third of respondents (35-38%) would like all supports to be offered monthly except in-person workshops/seminars, which they prefer less frequently (22% monthly and 35% quarterly). Administrators indicate a desire for more supports to be provided overall and are more likely to choose weekly or bi-weekly supports as the desired frequency.

Differences by Region and District Size

- **While there is some variation across regions, as discussed above, Regions III and VI standout as low performers across survey indicators overall.** Respondents from Regions VI (southeastern part of New Mexico) (68%) and III (72%) are the least likely to report that they have training to support EL students, while Regions V (eastern-central part of New Mexico) (91%) and IV (central part of New Mexico) (83%) are the most likely. Teachers from Regions VI (31%) and state charters (32%) are least likely to report that they have TESOL certification, whereas Regions I (55%) and VII (southern-central part of New Mexico) (50%) are the most likely. Region III also ranks lowest in offering support for ELs to develop their English language proficiency (70% "yes" versus 80-89% for other regions) and offering language support for ELs in content areas daily (56% "yes" versus 61-81% for other regions).

- **Smaller districts and state charters are generally less prepared to support ELs than larger districts.** Percentages on many indicators tend to increase significantly with district size, including "yes" to having training in EL support (73% for the smallest, 90% for the largest districts, and 78% for state charters), "yes" to having an EL program (increasing from 57-85% across district size and 71% for state charters), and "yes" to English language proficiency support in schools and districts (increasing from 79-88% across district size and 80% for state charters). Respondents from smaller districts and state charters are also less likely to report feeling "very" comfortable in many instructional practices surveyed, and the smallest districts (<1,000 students) are significantly more interested in support than the largest districts (15,000 students or more) for most of the skills listed in the survey. Similarly, respondents from smaller districts are less likely to report feeling prepared to meet the needs of ELs at nearly all skill levels and backgrounds. They are also significantly less likely to report that many supports and resources are provided than their larger counterparts. Online training sessions are one exception to this pattern, however, in which 25 percent of respondents from the smallest districts report that this support is available compared to 17-24 percent for districts of other sizes.

Recommendations

Based on results of the survey, Hanover recommends that state leaders:

✓ ***Encourage classroom teachers' awareness about the EL programs, English language proficiency supports, and content area language supports available to ELs at their schools and districts, as teachers are least likely to be aware of programs and supports for ELs or feel comfortable with instructional methods.***

✓ ***Provide professional learning focused on educators' incorporation of ELD standards into planning and instruction and differentiating instruction to align with ELs' development levels, as respondents are least likely to feel comfortable implementing these instructional practices and are most interested in support in these areas.***

✓ ***Invest in professional learning that supports instructors' skills in teaching ELs with beginning level skills (levels 1-3), including training designed for EL coordinators or program directors, administrators, and classroom teachers.***

Resources provided to New Mexico educators should be tailored to the regional challenges experienced across districts and by district size.

SECTION I: BACKGROUND INFORMATION

Segmentations: Role and Credentials

Which of the following best describes your affiliation/role as an educator in New Mexico? (n=2602)

- Teacher — 85%
- School administrator — 9%
- District administrator — 3%
- English Learner (EL) coordinator or EL program director — 3%
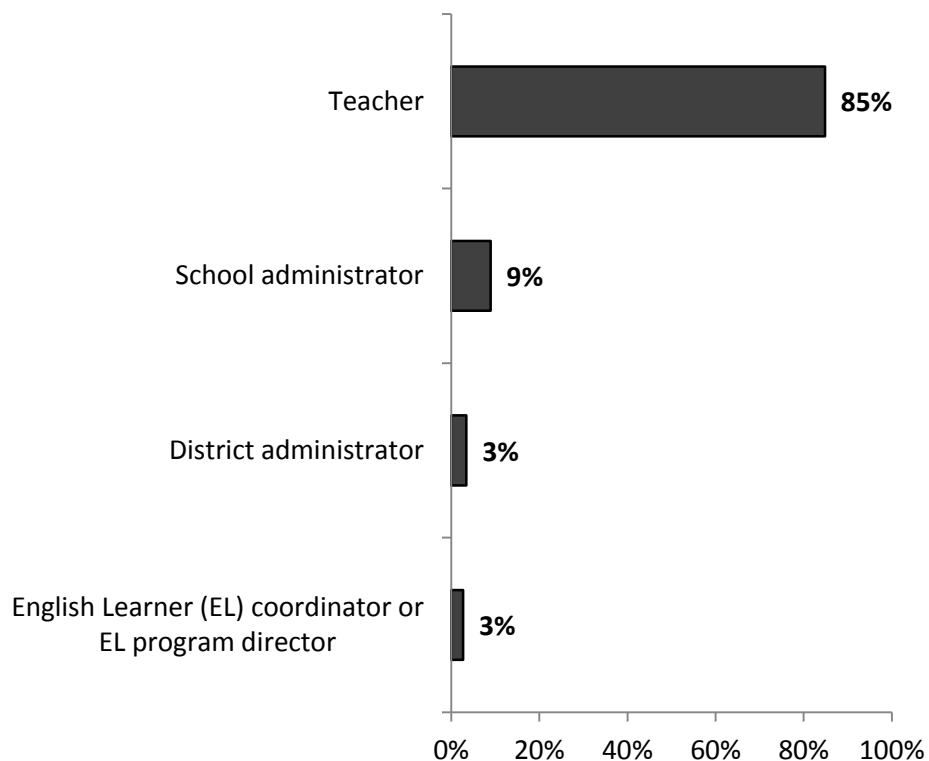
Where did you receive your educator credentials? (n=2602)

- University of New Mexico — 21%
- Eastern New Mexico University — 11%
- New Mexico State University — 11%
- New Mexico Highlands University — 10%
- Western New Mexico University — 5%
- Northern New Mexico College — 2%
- Other institution in New Mexico — 11%
- Out of state institution — 26%
- I do not have educator credentials — 2%
- Other — 2%
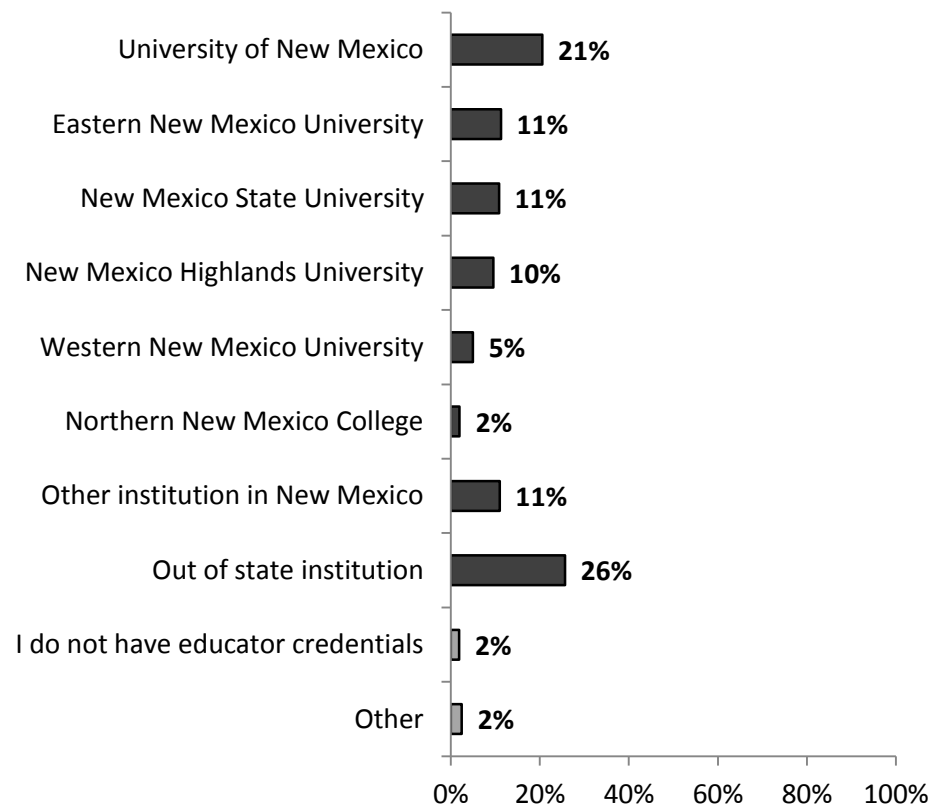
Segmentations: Region and Size

District Region (n=2602)

Region I	Region II	Region III	Region IV	Region V	Region VI	Region VII	Region VIII	State Charter
16%	15%	5%	31%	6%	10%	8%	6%	3%
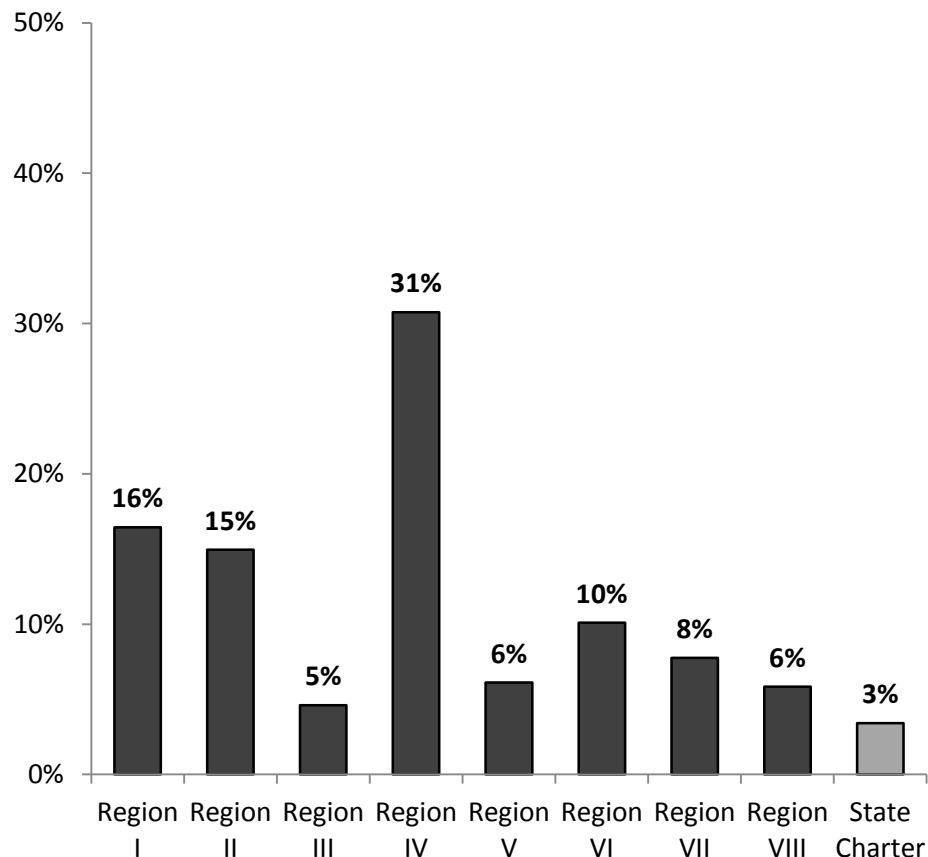
Region data is from the New Mexico School Boards Association site at the following link: http://www.nmsba.org/region-meetings/

District Size by Enrollment (n=2602)

<1,000	1,000-4,999	5,000-9,999	10,000-14,999	15,000+	State Charter
12%	23%	27%	13%	22%	3%
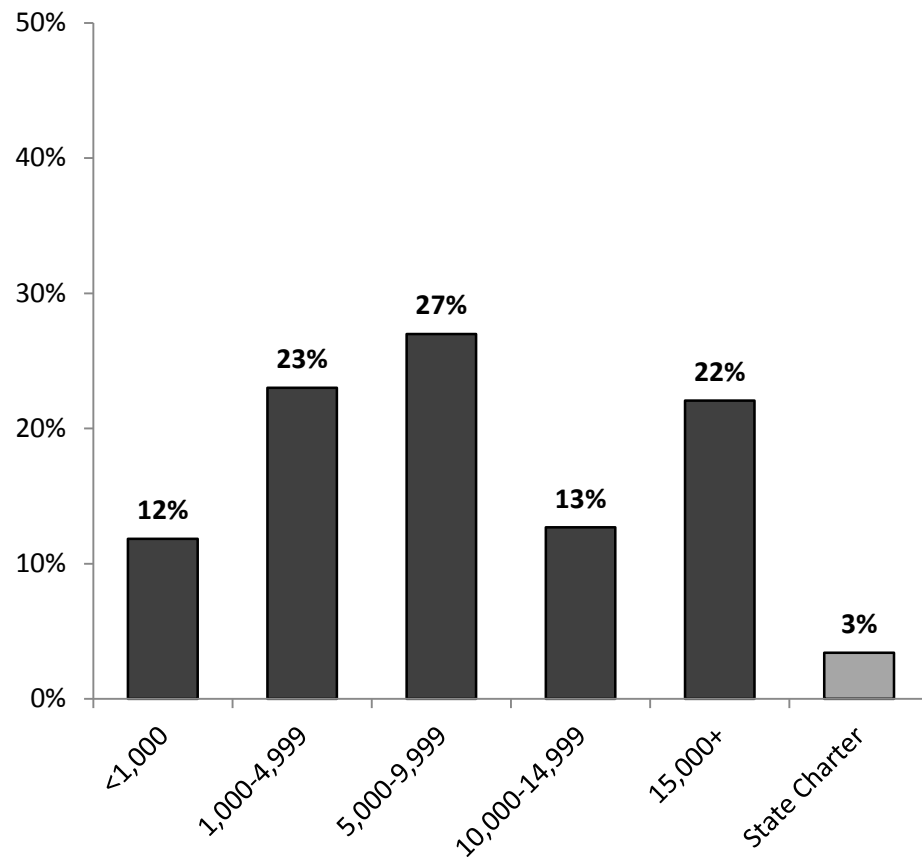
Enrollment data is from the National Center for Education Statistics 2015-16 student enrollment counts by district, found at the following link: http://nces.ed.gov/ccd

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Districts Represented (Top 11)

At what district are you employed? (n=2602*)

District	Percentage
Albuquerque Public Schools	15%
Central Consolidated Schools	6%
Farmington Municipal Schools	5%
Espanola Public Schools	5%
Los Lunas Public Schools	5%
Rio Rancho Public Schools	5%
Carlsbad Municipal Schools	5%
Deming Public Schools	4%
Clovis Municipal Schools	4%
Santa Fe Public Schools	3%
State Charter	3%
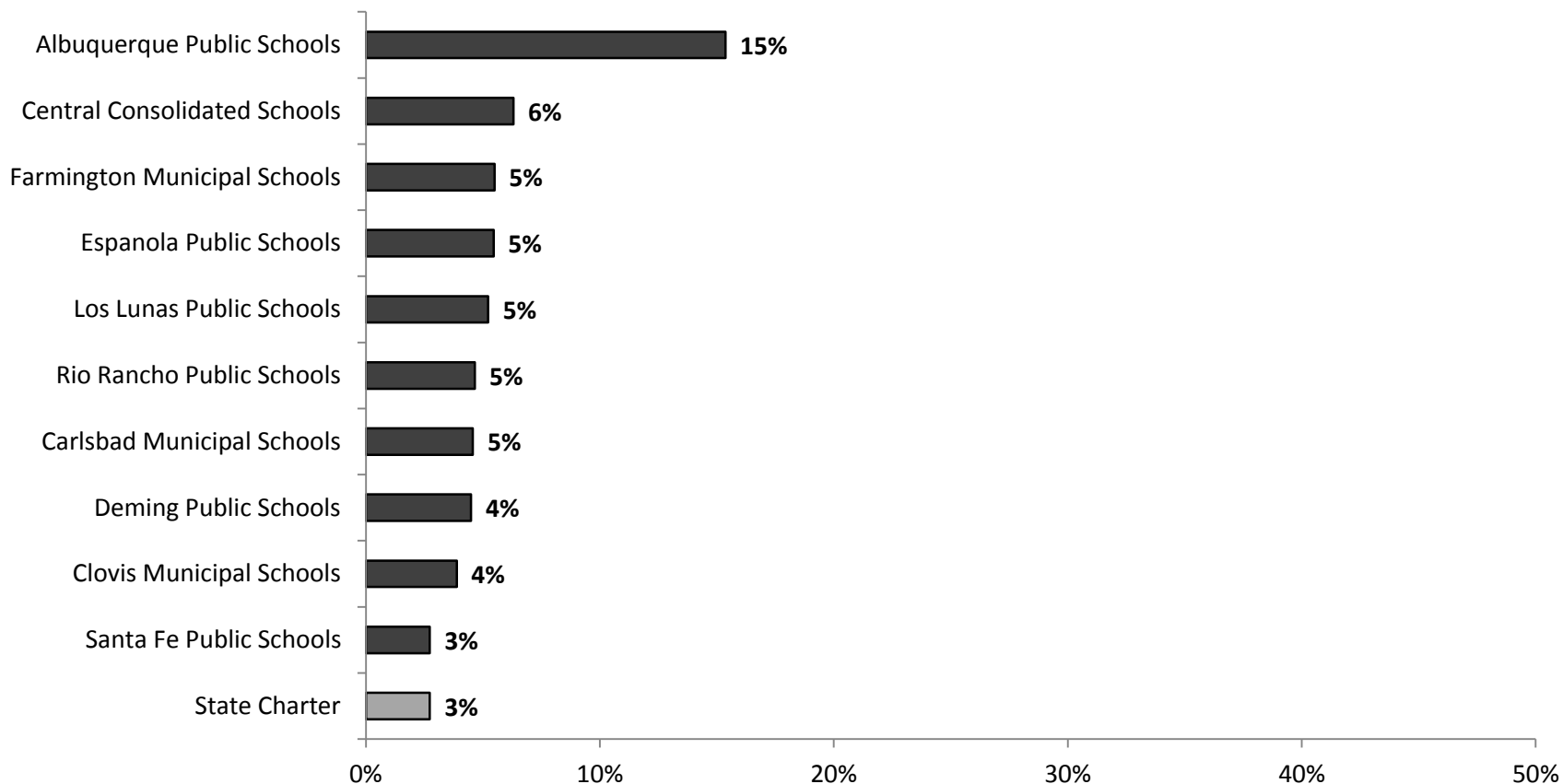
*Options with three percent or more are displayed. See data supplement for the full set of responses.

Educator Experience and EL Support

How many years of educator experience do you have? (n=2602)
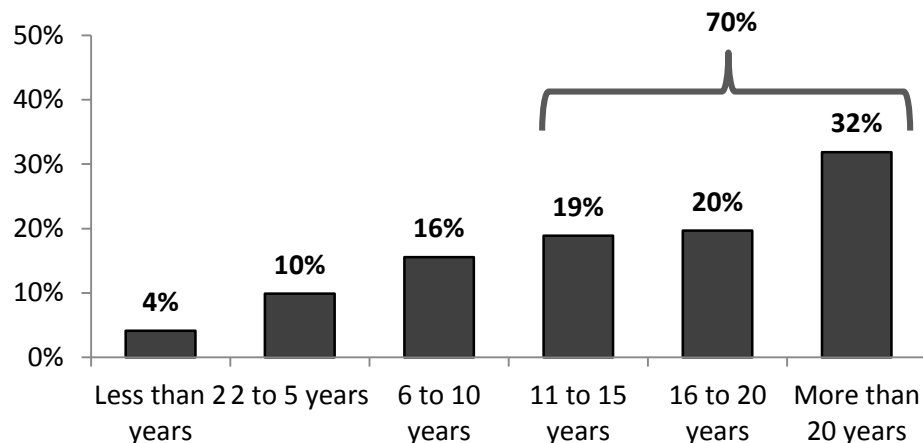
How many years of educator experience do you have working with EL students? (n=2208)
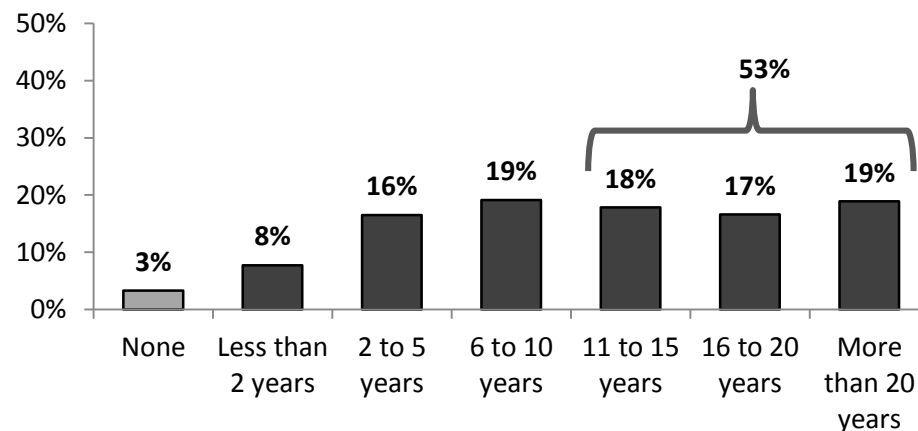
Have you had any training to support or instruct EL students? (n=2602)

Do you have TESOL certification? (n=2208)

The two questions above are shown to teachers only.

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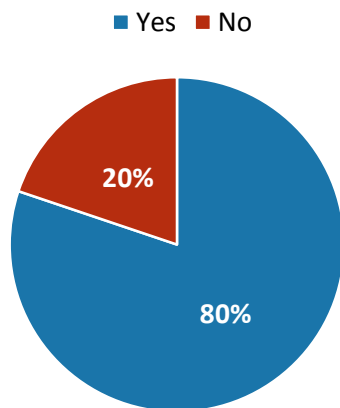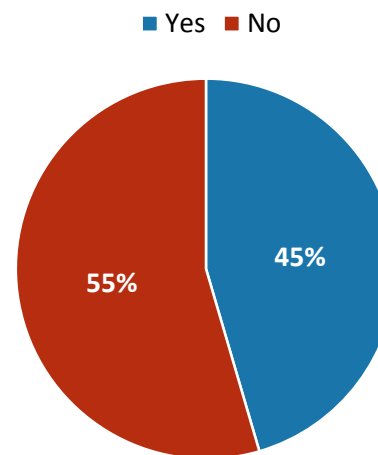
EL Support by Region

Have you had any training to support or instruct EL students?
Percent "yes"

■ Region I (n=428)   ■ Region II (n=389)   ■ Region III (n=120)
■ Region IV (n=800) ■ Region V (n=159)   ■ Region VI (n=263)
■ Region VII (n=202) ■ Region VIII (n=152) ■ State Charter (n=89)
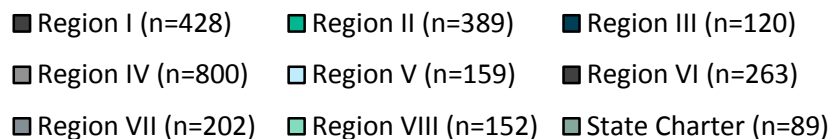
Do you have TESOL certification?
Percent "yes"

■ Region I (n=376)   ■ Region II (n=339)   ■ Region III (n=106)
■ Region IV (n=661) ■ Region V (n=131)   ■ Region VI (n=233)
■ Region VII (n=171) ■ Region VIII (n=135) ■ State Charter (n=56)

Left chart (Yes*): 80%, 81%, 72%, 83%, 91%, 68%, 82%, 80%, 78%

Right chart (Yes*): 55%, 48%, 42%, 48%, 36%, 31%, 50%, 37%, 32%

Shown to teachers only.

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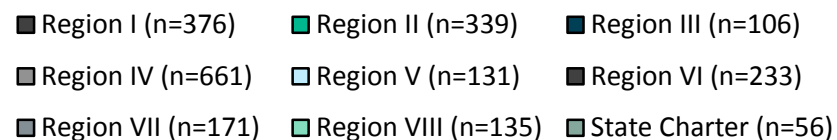
EL Support by District Size

Have you had any training to support or instruct EL students?

- ■ <1,000 (n=308)
- ■ 1,000-4,999 (n=599)
- ■ 5,000-9,999 (n=702)
- ■ 10,000-14,999 (n=330)
- ■ 15,000+ (n=574)
- ■ State Charter (n=89)

Yes*: 73%, 76%, 77%, 86%, 90%, 78%

No*: 27%, 24%, 23%, 14%, 10%, 22%
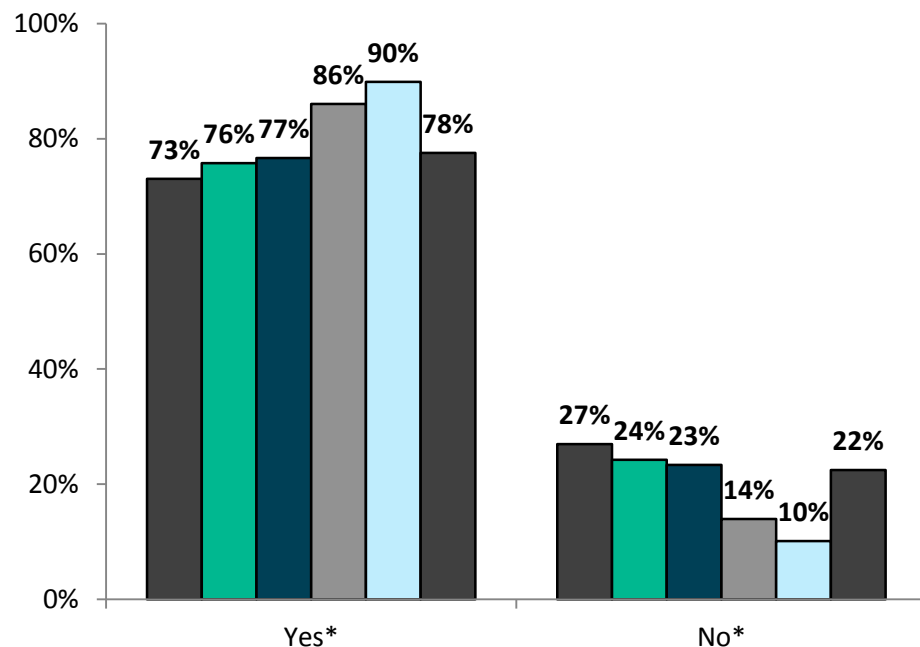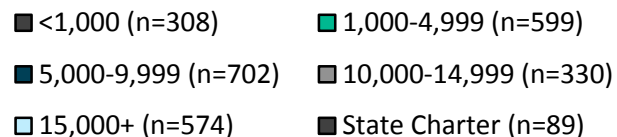
Do you have TESOL certification? Shown to teachers only.

- ■ <1,000 (n=256)
- ■ 1,000-4,999 (n=512)
- ■ 5,000-9,999 (n=620)
- ■ 10,000-14,999 (n=295)
- ■ 15,000+ (n=469)
- ■ State Charter (n=56)

Yes*: 37%, 43%, 40%, 57%, 54%, 32%

No*: 63%, 57%, 60%, 43%, 46%, 68%

Shown to teachers only.

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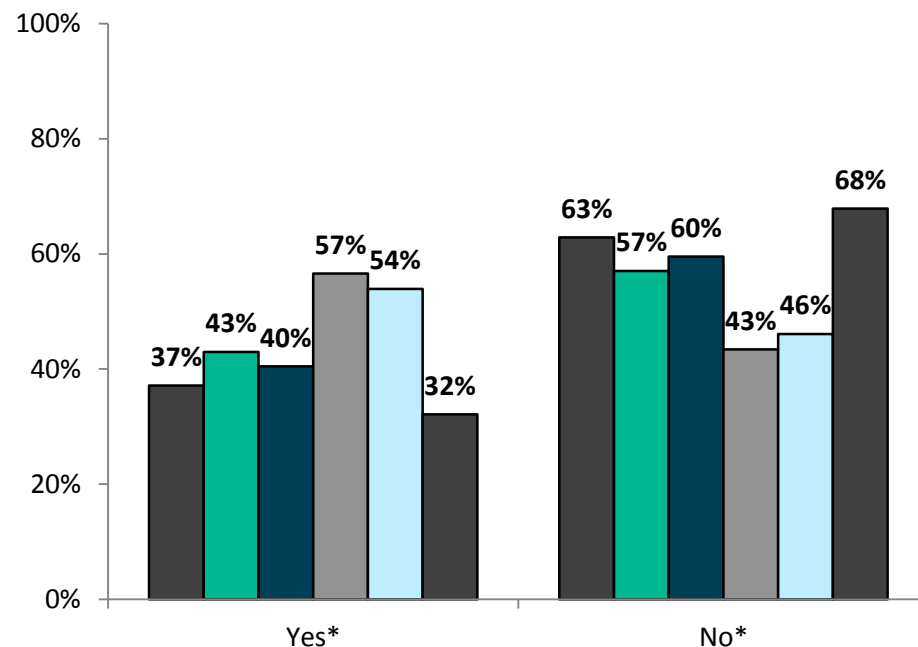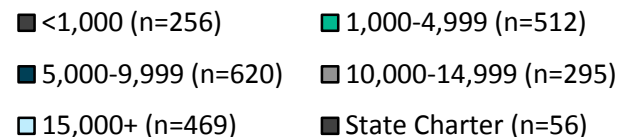
Grades and Subjects Taught

What grade level do you primarily teach? (n=2208)
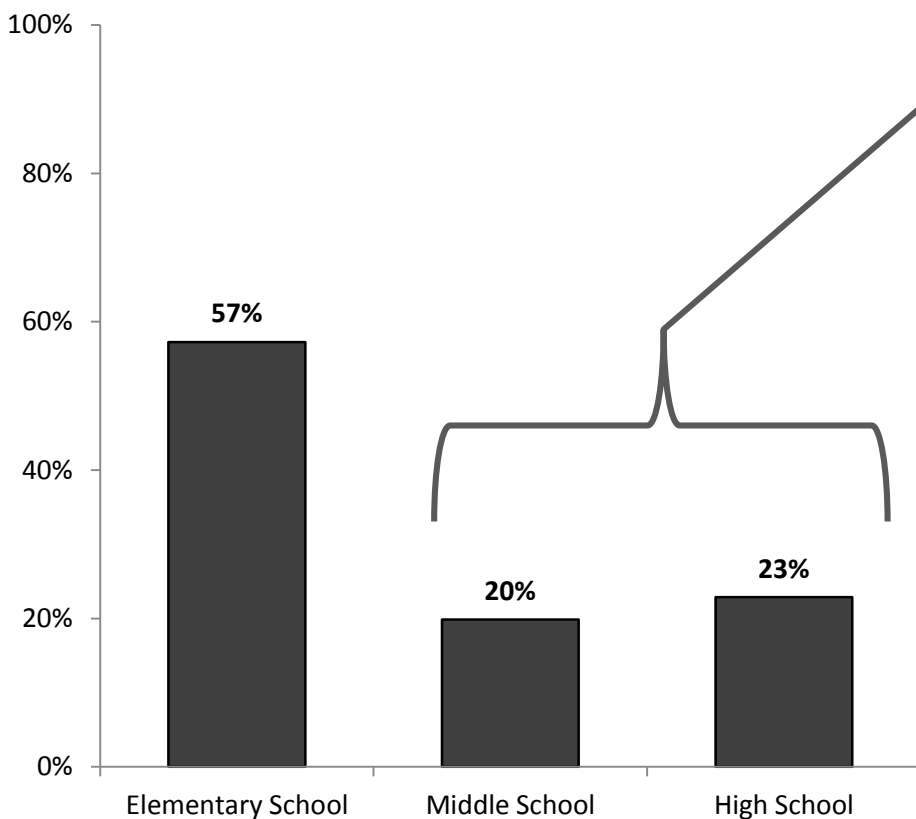
Shown to teachers only.

What subject(s) do you teach? (n=944)

- Math: 22%
- English/Language Arts: 41%
- Science: 19%
- Social studies/History: 19%
- Other subjects: 38%
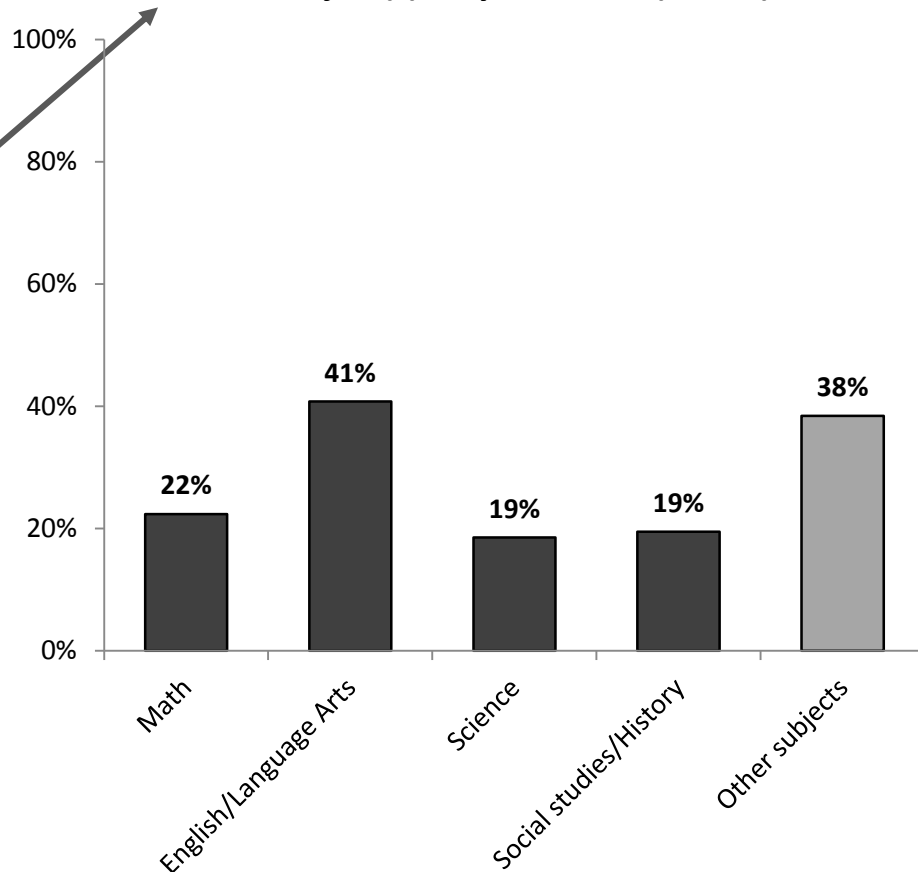
Shown to middle and high school teachers only. Respondents could select multiple options.

EL Program

Do you have an English Language (EL) program at [your school/the schools at your district*]? (n=2602)

- Yes
- No
- Don't know
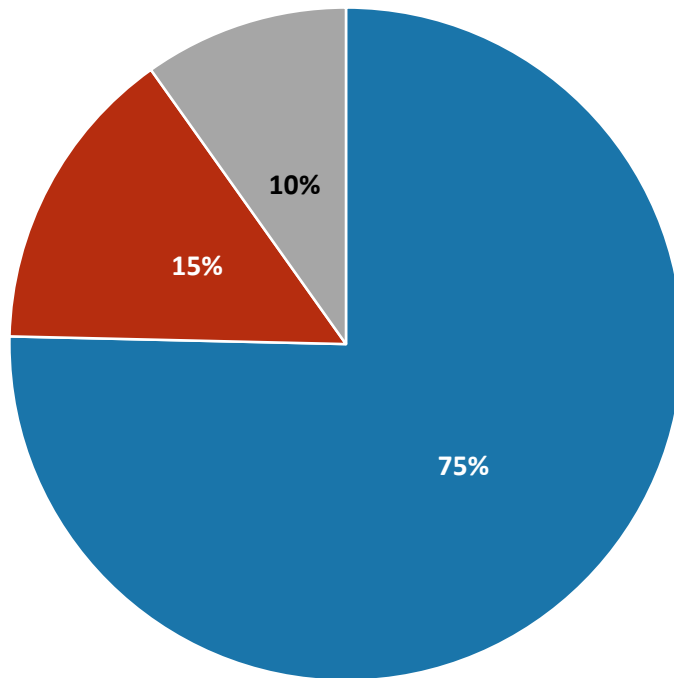
Yes: 75%
No: 15%
Don't know: 10%

Do you have an English Language (EL) program at [your school/the schools at your district*]?

- Teacher (n=2208)
- English Learner (EL) coordinator or EL program director (n=71)
- School administrator (n=233)
- District administrator (n=90)
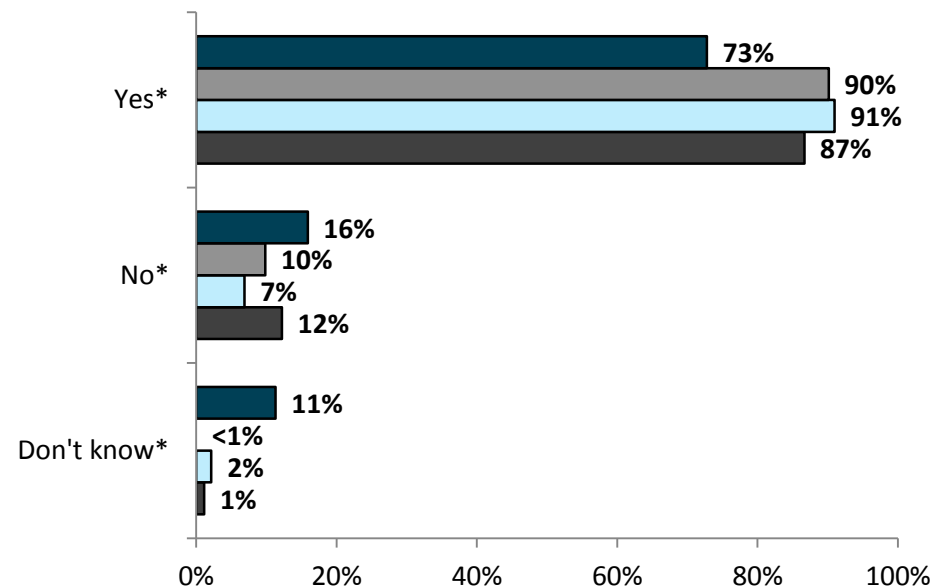
Yes*
- 73%
- 90%
- 91%
- 87%

No*
- 16%
- 10%
- 7%
- 12%

Don't know*
- 11%
- <1%
- 2%
- 1%

*Note: "your school" shown to teachers; "the schools at your district" shown to school administrators, EL certified specialists or EL program directors, and district administrators.

EL Program by Region

Do you have an English Language (EL) program at [your school/the schools at your district*]?
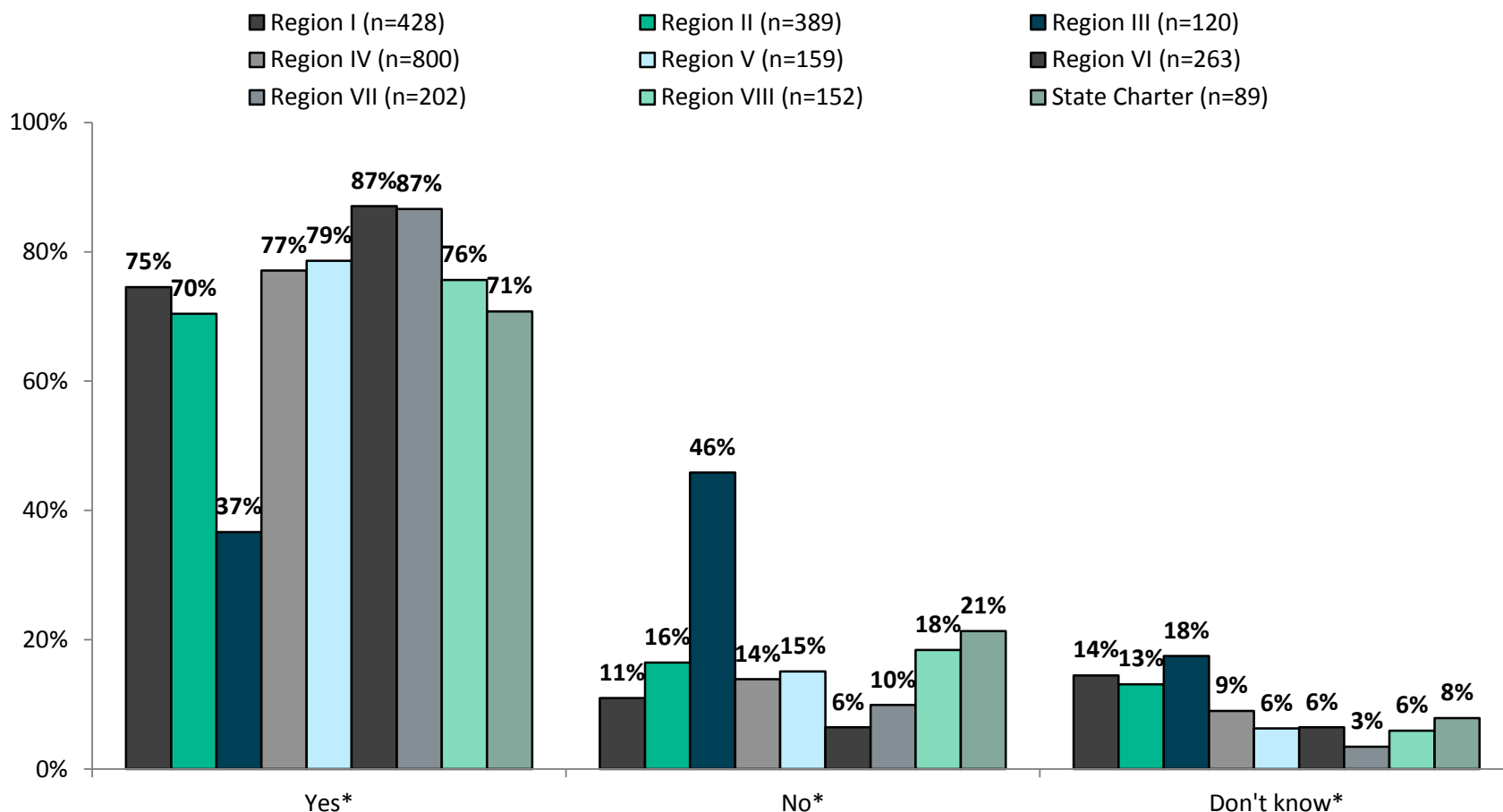
- Region I (n=428)
- Region II (n=389)
- Region III (n=120)
- Region IV (n=800)
- Region V (n=159)
- Region VI (n=263)
- Region VII (n=202)
- Region VIII (n=152)
- State Charter (n=89)

*Note: "your school" shown to teachers; "the schools at your district" shown to school administrators, EL certified specialists or EL program directors, and district administrators.

EL Program by District Size

Do you have an English Language (EL) program at [your school/the schools at your district*]?

■ <1,000 (n=308) ■ 1,000-4,999 (n=599) ■ 5,000-9,999 (n=702) ■ 10,000-14,999 (n=330) □ 15,000+ (n=574) ■ State Charter (n=89)

*Note: "your school" shown to teachers; "the schools at your district" shown to school administrators, EL certified specialists or EL program directors, and district administrators.

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SECTION II: PROGRAM IMPLEMENTATION

Support for ELs in English Language Proficiency

Do you offer support for English Learners to develop their English language proficiency at [your school/the schools at your district*]? (n=2550)

■ Yes ■ No ■ Don't know

- 84% (Yes)
- 7% (No)
- 10% (Don't know)

Do you offer support for English Learners to develop their English language proficiency at [your school/the schools at your district*]?

■ Teacher (n=2166)
☐ English Learner (EL) coordinator or EL program director (n=69)
■ School administrator (n=230)
■ District administrator (n=85)
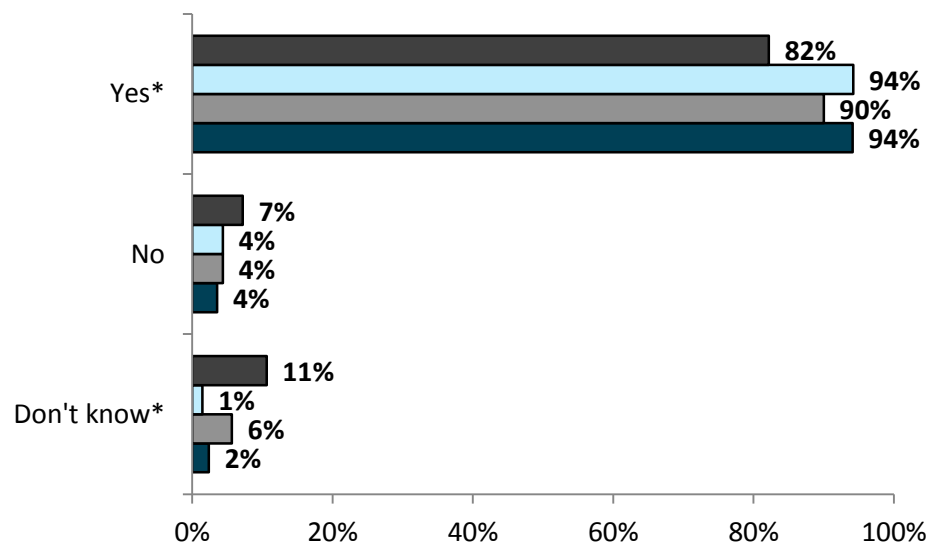
Yes*
- 82%
- 94%
- 90%
- 94%

No
- 7%
- 4%
- 4%
- 4%

Don't know*
- 11%
- 1%
- 6%
- 2%

*Note: "your school" shown to teachers; "the schools at your district" shown to school administrators, EL certified specialists or EL program directors, and district administrators.

Support for ELs in English Language Proficiency by Region

Do you offer support for English Learners to develop their English language proficiency at [your school/the schools at your district*]?

Legend:
- ■ Region I (n=417)
- ■ Region II (n=383)
- ■ Region III (n=120)
- ■ Region IV (n=784)
- ■ Region V (n=158)
- ■ Region VI (n=257)
- ■ Region VII (n=195)
- ■ Region VIII (n=149)
- ■ State Charter (n=87)

Yes*
- Region I: 82%
- Region II: 86%
- Region III: 70%
- Region IV: 83%
- Region V: 87%
- Region VI: 84%
- Region VII: 89%
- Region VIII: 85%
- State Charter: 80%

No*
- Region I: 6%
- Region II: 5%
- Region III: 14%
- Region IV: 7%
- Region V: 8%
- Region VI: 7%
- Region VII: 4%
- Region VIII: 6%
- State Charter: 10%

Don't know*
- Region I: 12%
- Region II: 9%
- Region III: 16%
- Region IV: 10%
- Region V: 5%
- Region VI: 9%
- Region VII: 8%
- Region VIII: 9%
- State Charter: 9%
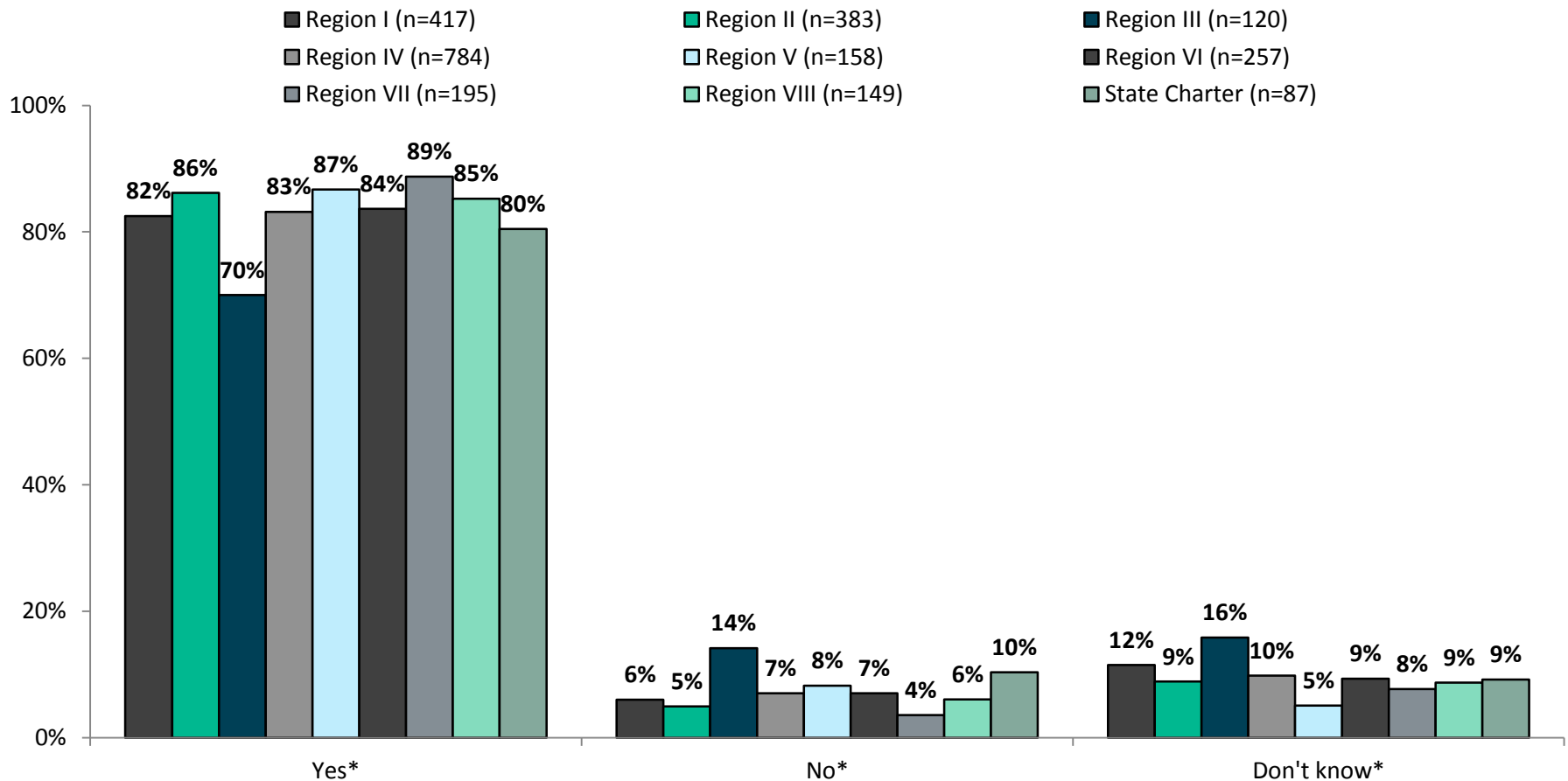
*Note: "your school" shown to teachers; "the schools at your district" shown to school administrators, EL certified specialists or EL program directors, and district administrators.

Support for ELs in English Language Proficiency by District Size

Do you offer support for English Learners to develop their English language proficiency at [your school/the schools at your district*]?

■ <1,000 (n=305) ■ 1,000-4,999 (n=592) ■ 5,000-9,999 (n=687) ■ 10,000-14,999 (n=322) ■ 15,000+ (n=557) ■ State Charter (n=87)
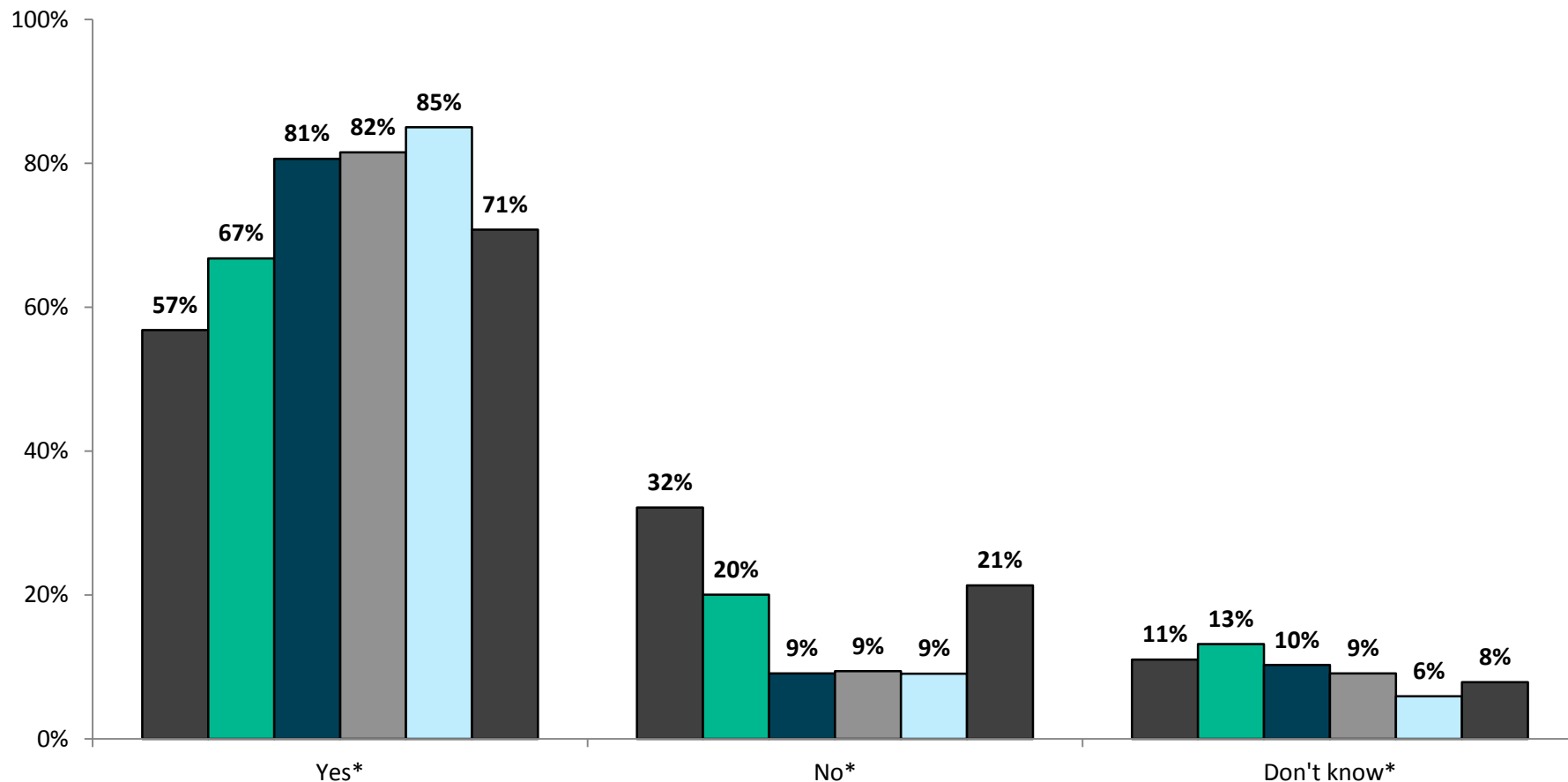

*Note: "your school" shown to teachers; "the schools at your district" shown to school administrators, EL certified specialists or EL program directors, and district administrators.

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Support for ELs in Content Areas

Do you offer language support for English Learners in content areas daily at [your school/the schools at your district*]? (n=2469)

■ Yes ■ No ■ Don't know

- Yes: 68%
- No: 17%
- Don't know: 15%

Do you offer language support for English Learners in content areas daily (e.g.; math, science, ELA, etc.) at [your school/the schools at your district*]?

■ Teacher (n=2103)
□ English Learner (EL) coordinator or EL program director (n=64)
■ School administrator (n=221)
■ District administrator (n=81)

Yes*
- Teacher: 67%
- EL coordinator: 78%
- School administrator: 76%
- District administrator: 78%

No
- Teacher: 17%
- EL coordinator: 19%
- School administrator: 17%
- District administrator: 17%

Don't know*
- Teacher: 16%
- EL coordinator: 3%
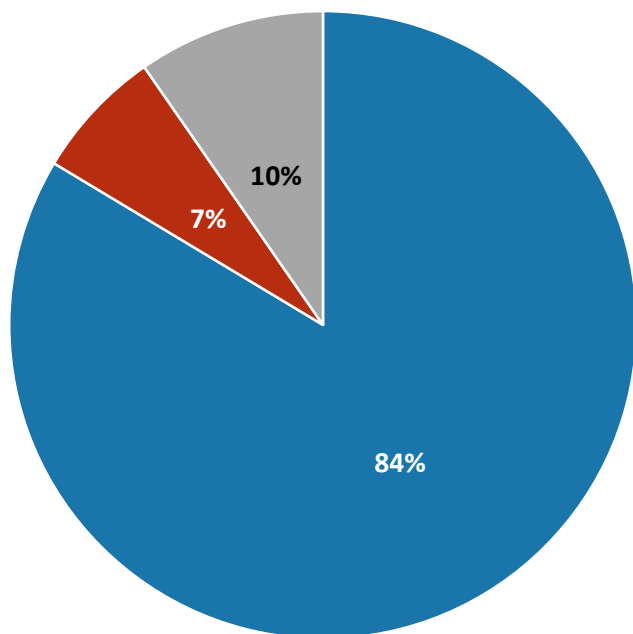- School administrator: 7%
- District administrator: 5%

*Note: "your school" shown to teachers; "the schools at your district" shown to school administrators, EL certified specialists or EL program directors, and district administrators.

Support for ELs in Content Areas by Region

Do you offer language support for English Learners in content areas daily (e.g.; math, science, ELA, etc.) at [your school/the schools at your district*]?

Legend:
- ■ Region I (n=405)
- ■ Region II (n=372)
- ■ Region III (n=118)
- ■ Region IV (n=761)
- ■ Region V (n=152)
- ■ Region VI (n=246)
- ■ Region VII (n=191)
- ■ Region VIII (n=141)
- ■ State Charter (n=83)

Yes*
- 68%
- 71%
- 56%
- 66%
- 70%
- 64%
- 81%
- 72%
- 61%

No*
- 17%
- 14%
- 32%
- 17%
- 18%
- 20%
- 10%
- 20%
- 18%

Don't know*
- 16%
- 16%
- 12%
- 17%
- 11%
- 15%
- 8%
- 8%
- 20%

*Note: "your school" shown to teachers; "the schools at your district" shown to school administrators, EL certified specialists or EL program directors, and district administrators.

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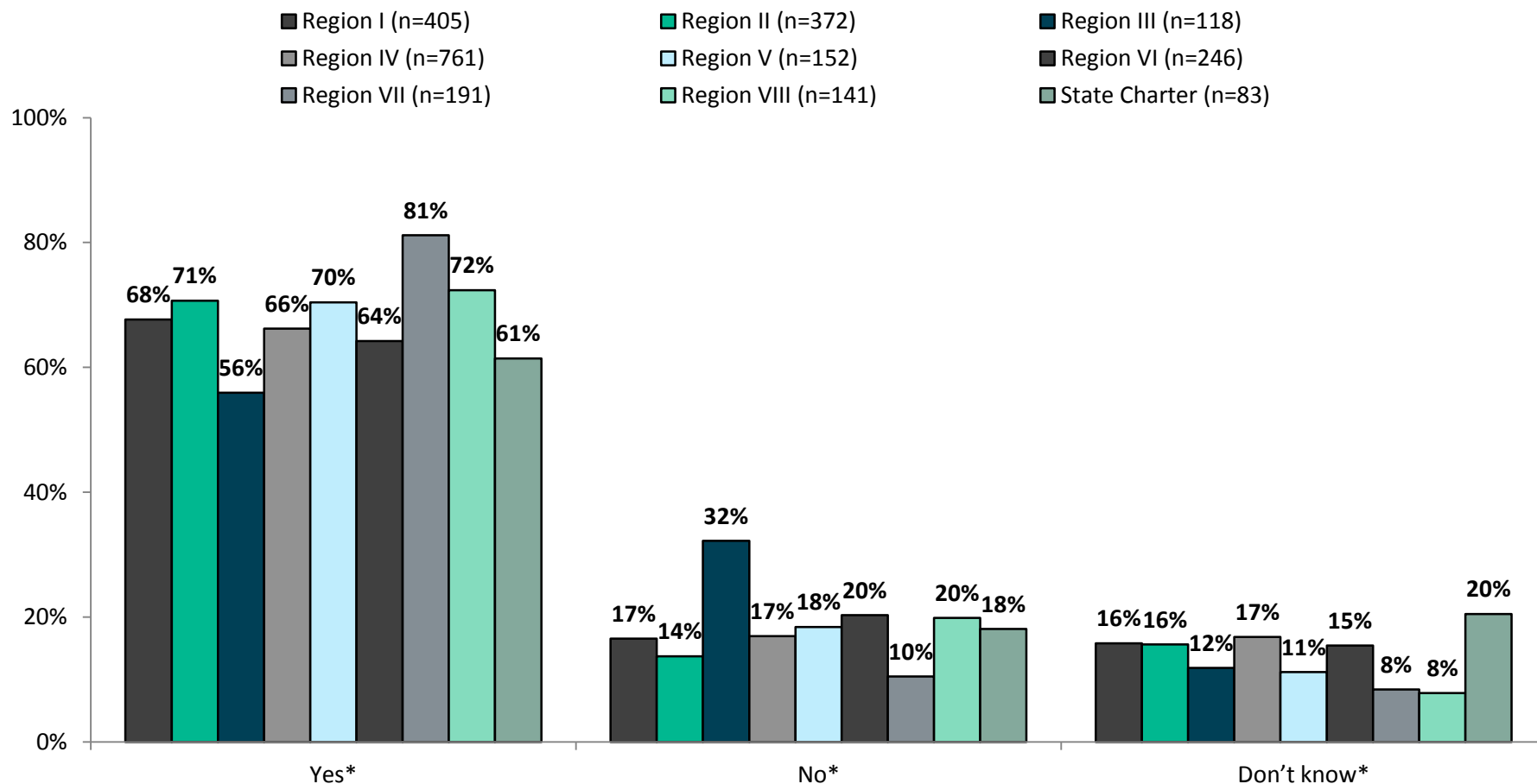
Support for ELs in Content Areas by District Size

Do you offer language support for English Learners in content areas daily (e.g.; math, science, ELA, etc.) at [your school/the schools at your district*]?

■ <1,000 (n=298) ■ 1,000-4,999 (n=574) ■ 5,000-9,999 (n=667) ■ 10,000-14,999 (n=310) □ 15,000+ (n=537) ■ State Charter (n=83)
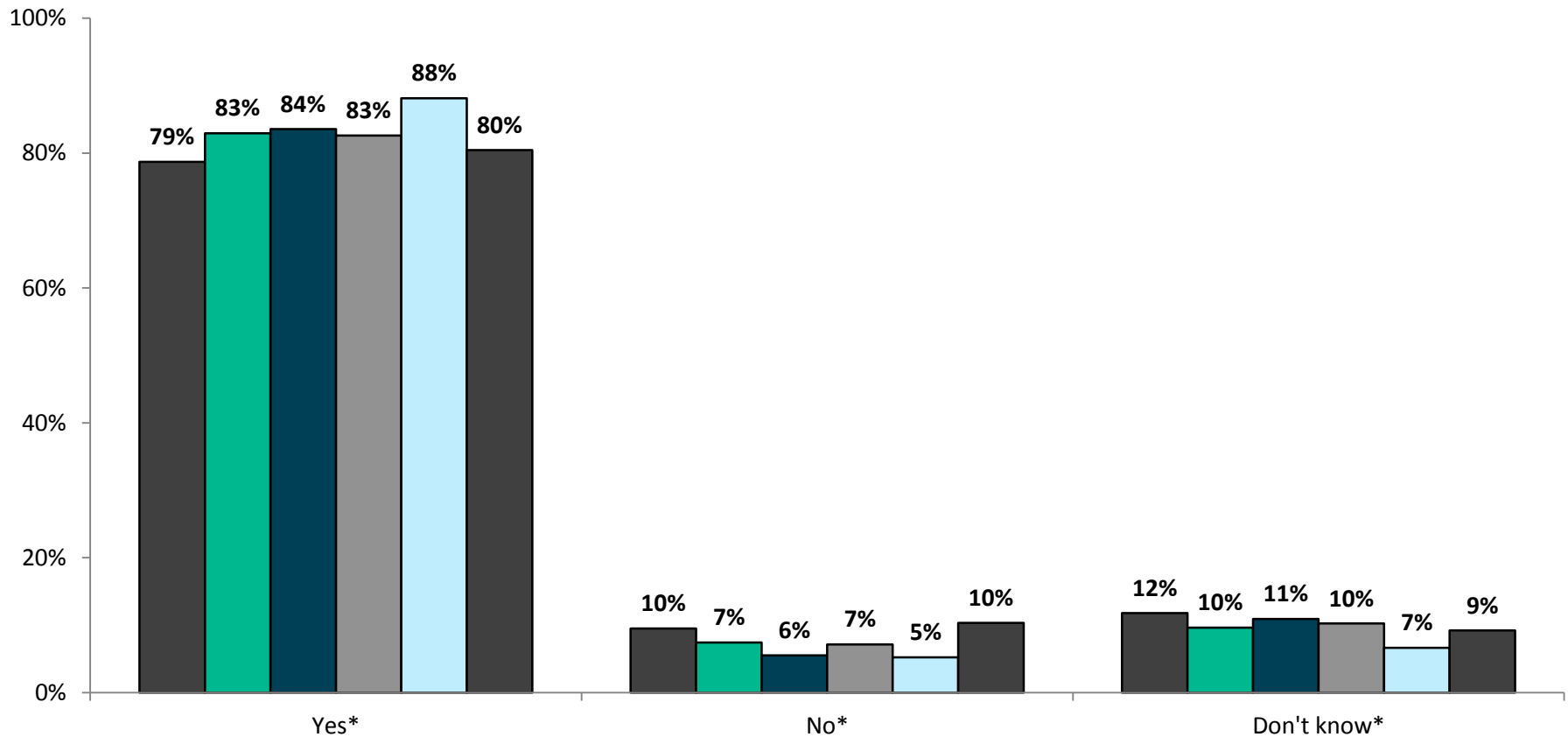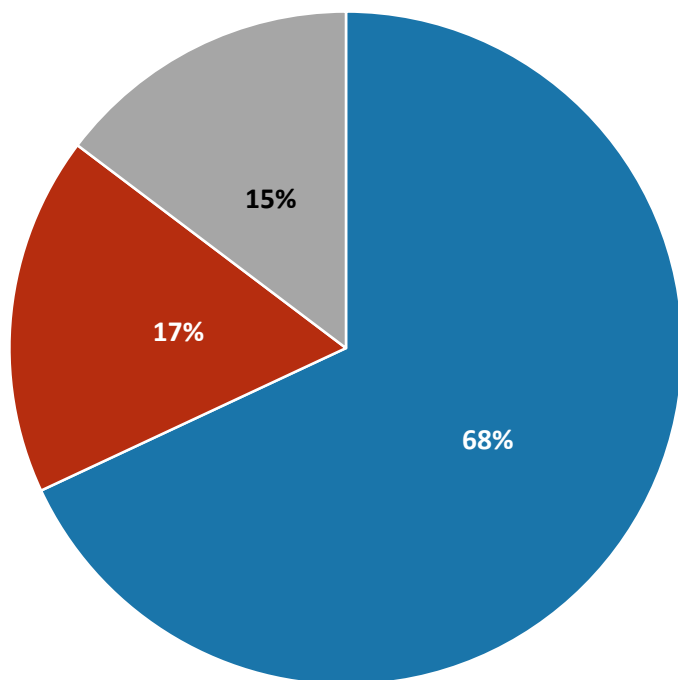

*Note: "your school" shown to teachers; "the schools at your district" shown to school administrators, EL certified specialists or EL program directors, and district administrators.
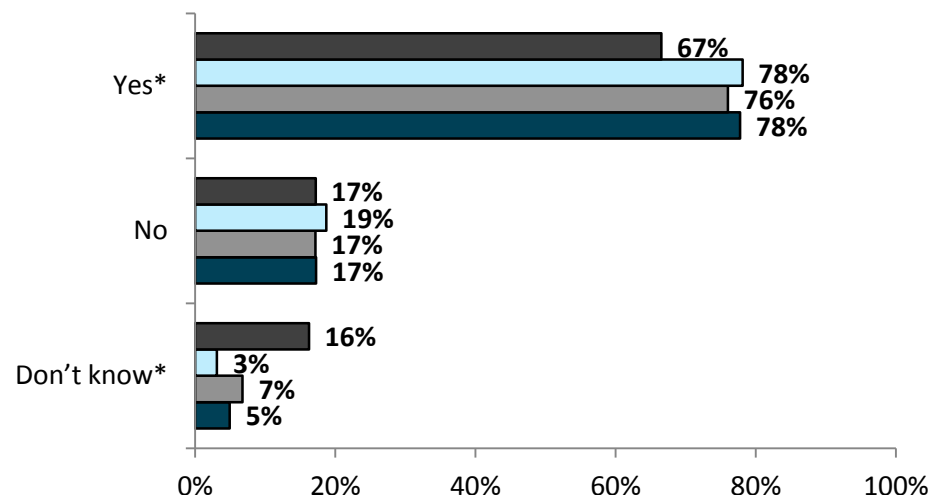
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Instructional Practices for English Learners

Please indicate how comfortable you are in your ability to:

■ Not at all comfortable   ☐ Somewhat comfortable   ■ Very comfortable

Statement	Not at all comfortable	Somewhat comfortable	Very comfortable
Use a variety of modalities in your instruction (e.g., visuals aids, music, video objects, etc.) (n=1957)		16%	81%
Use strategies to build students' content knowledge (n=1994)		21%	77%
Provide culturally responsive instruction by building on students' background knowledge, experiences, and interests during lessons (n=1982)		28%	69%
Provide core content instruction to students at all proficiency levels in a comprehensible way (n=1989)		28%	68%
Promote the development of English proficiency through access to grade-level content instruction (n=1983)	5%	34%	61%
Differentiate instruction to align with EL students' development levels (n=1990)	6%	35%	59%
Incorporate language objectives that correspond to grade-level standards (n=1961)	7%	31%	62%
Incorporate the ELD standards into planning and instruction (n=1901)	12%	41%	47%

Shown to teachers and EL certified specialists or EL program directors only.

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Instructional Practices for English Learners by Role

Please indicate how comfortable you are in your ability to:
Percent of Respondents who are "Very comfortable"

■ Teacher (n=1844-1937)　　　□ English Learner (EL) coordinator or EL program director (n=54-59)

	Differentiate instruction to align with EL students' development levels*	Use a variety of modalities in your instruction (e.g., visuals aids, music, video objects, etc.)	Provide culturally responsive instruction by building on students' background knowledge, experiences, and interests during lessons*	Promote the development of English proficiency through access to grade-level content instruction*	Use strategies to build students' content knowledge*	Incorporate language objectives that correspond to grade-level standards*	Provide core content instruction to students at all proficiency levels in a comprehensible way	Incorporate the ELD standards into planning and instruction*
Teacher	59%	81%	68%	61%	76%	62%	68%	46%
EL coordinator	83%	89%	87%	84%	91%	75%	79%	77%

Shown to teachers and EL certified specialists or EL program directors only.

Instructional Practices for English Learners

Please indicate how comfortable you are in your ability to:

■ Not at all comfortable   ☐ Somewhat comfortable   ■ Very comfortable

Item	Not at all	Somewhat	Very
Repeat key words and phrases in your instruction (n=1983)		11%	87%
Provide opportunities for EL students to work in groups (n=1967)		14%	84%
Provide EL students with opportunities to use social English (n=1964)		18%	80%
Shorten sentences and clauses to clarify meaning (n=1978)		18%	80%
Provide EL students with opportunities to build academic language (n=1974)		22%	75%
Model the desired outcomes to EL students (n=1965)		23%	74%

Shown to teachers and EL certified specialists or EL program directors only.

Support for Instructional Practices

Would you be interested in receiving support for any of the previous instructional practices?

	TOTAL (N=1919)	TEACHER (N=1859)	ENGLISH LEARNER (EL) COORDINATOR OR EL PROGRAM DIRECTOR (N=60)
Differentiate instruction to align with EL students' development levels	55%	55%	63%
Incorporate the ELD standards into planning and instruction*	44%	44%	58%
Use strategies to build students' content knowledge	44%	44%	52%
Provide culturally responsive instruction by building on students' background knowledge, experiences, and interests during lessons	39%	39%	37%
Promote the development of English proficiency through access to grade-level content instruction*	38%	38%	53%
Use a variety of modalities in your instruction (e.g., visuals aids, music, video objects, etc.)	37%	37%	35%
Incorporate language objectives that correspond to grade-level standards*	36%	36%	57%
Provide EL students with opportunities to build academic language	35%	35%	47%
Provide core content instruction to students at all proficiency level in a comprehensible way*	33%	32%	58%
Model the desired practices that EL students perform	26%	26%	28%
Provide EL students with opportunities to use social English	26%	26%	25%
Use simplified syntax by shortening sentences and clauses	24%	24%	30%
Provide opportunities for EL students to work in groups	23%	23%	28%
Repeat key words and phrases in your instruction	21%	21%	22%
None of the above	18%	18%	12%

Shown to teachers and EL certified specialists or EL program directors only. Respondents could select multiple options.

SECTION III: SUPPORTS AND RESOURCES

Support for ELs at Different Levels

To what extent [are you/is your school/are the schools in your district*] equipped to meet the needs of the following EL groups based on state language proficiency levels?

Legend: ■ Not at all prepared ■ Slightly prepared □ Moderately prepared ■ Very prepared ■ Extremely prepared

Level	Not at all prepared	Slightly prepared	Moderately prepared	Very prepared	Extremely prepared
Level 6: Reaching English Proficiency (n=2074)	6%	10%	28%	35%	20%
Level 5: Bridging English Proficiency (n=2078)	6%	10%	30%	35%	18%
Level 4: Expanding English Proficiency (n=2076)	6%	11%	32%	37%	15%
Level 3: Developing English Proficiency (n=2073)	6%	14%	34%	34%	11%
Level 2: Emerging English Proficiency (n=2067)	9%	19%	36%	27%	9%
Level 1: Entering English Proficiency (n=2069)	14%	21%	33%	23%	9%
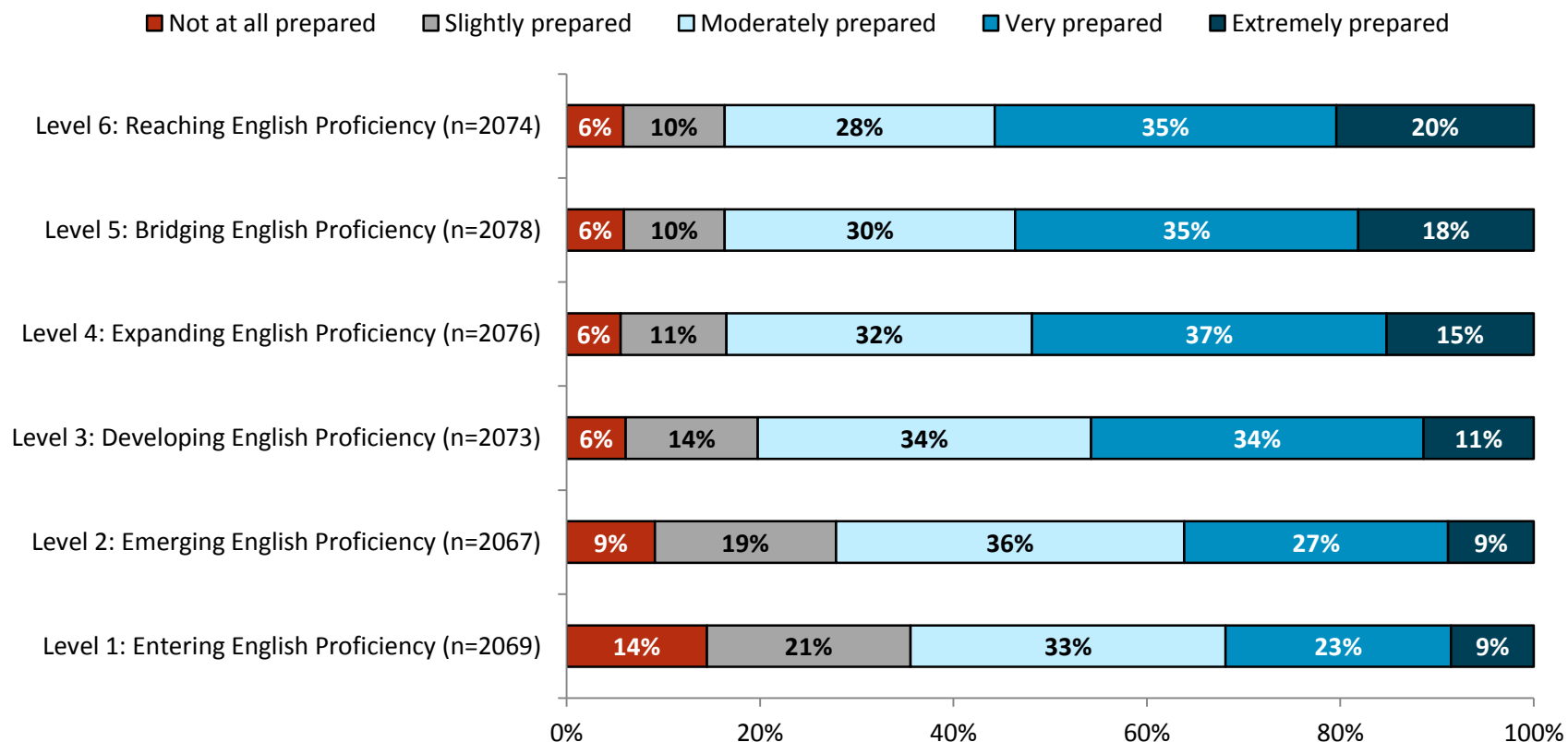
*Note: "are you" shown to teachers; "is your school" shown to school administrators; "are the school's in your district" shown to EL certified specialists or EL program directors and district administrators.

Support for ELs at Different Levels by Role

To what extent [are you/is your school/are the schools in your district*] equipped to meet the needs of the following EL groups based on state language proficiency levels?
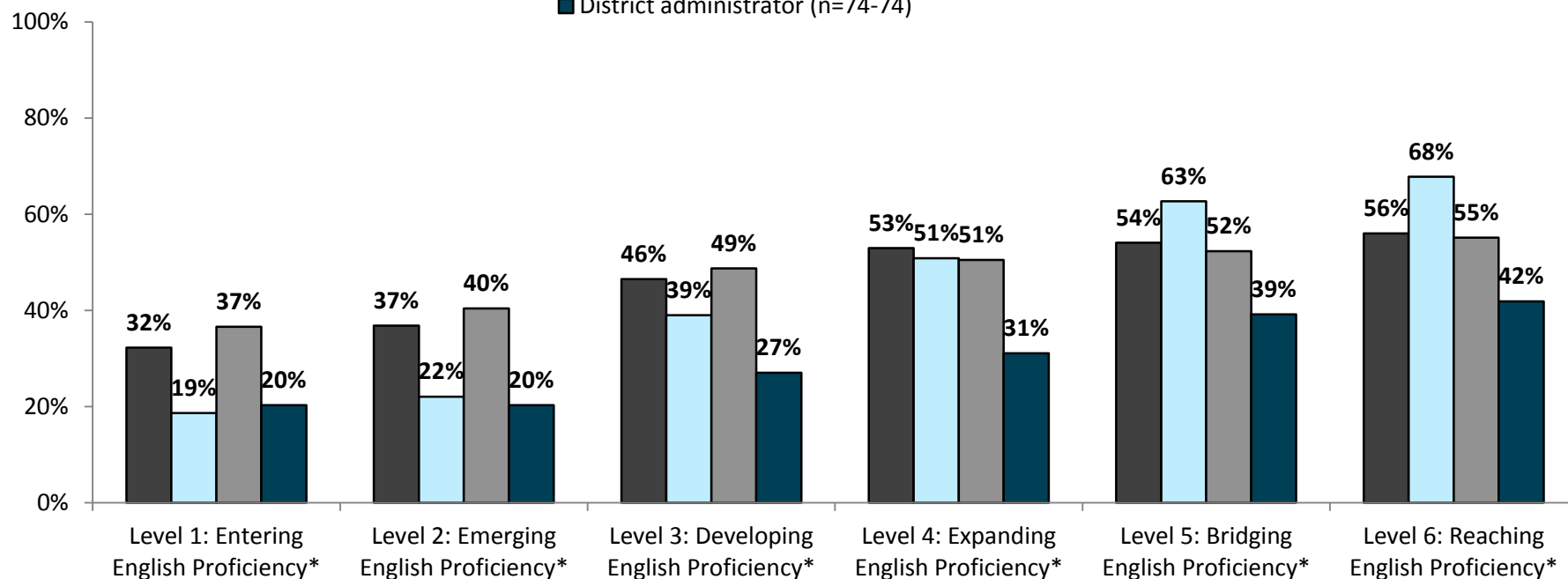
Percent of Respondents who selected "Very Prepared" or "Extremely Prepared"

- ■ Teacher (n=1741-1748)
- ☐ English Learner (EL) coordinator or EL program director (n=59-59)
- ■ School administrator (n=193-197)
- ■ District administrator (n=74-74)

	Level 1: Entering English Proficiency*	Level 2: Emerging English Proficiency*	Level 3: Developing English Proficiency*	Level 4: Expanding English Proficiency*	Level 5: Bridging English Proficiency*	Level 6: Reaching English Proficiency*
Teacher	32%	37%	46%	53%	54%	56%
EL coordinator	19%	22%	39%	51%	63%	68%
School administrator	37%	40%	49%	51%	52%	55%
District administrator	20%	20%	27%	31%	39%	42%

*Note: "are you" shown to teachers; "is your school" shown to school administrators; "are the school's in your district" shown to EL certified specialists or EL program directors and district administrators.

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Support for ELs from Different Backgrounds

To what extent [are you/is your school/are the schools in your district] equipped to meet the needs of the following EL groups based on background?

- ■ Not at all prepared
- ■ Slightly prepared
- □ Moderately prepared
- ■ Very prepared
- ■ Extremely prepared

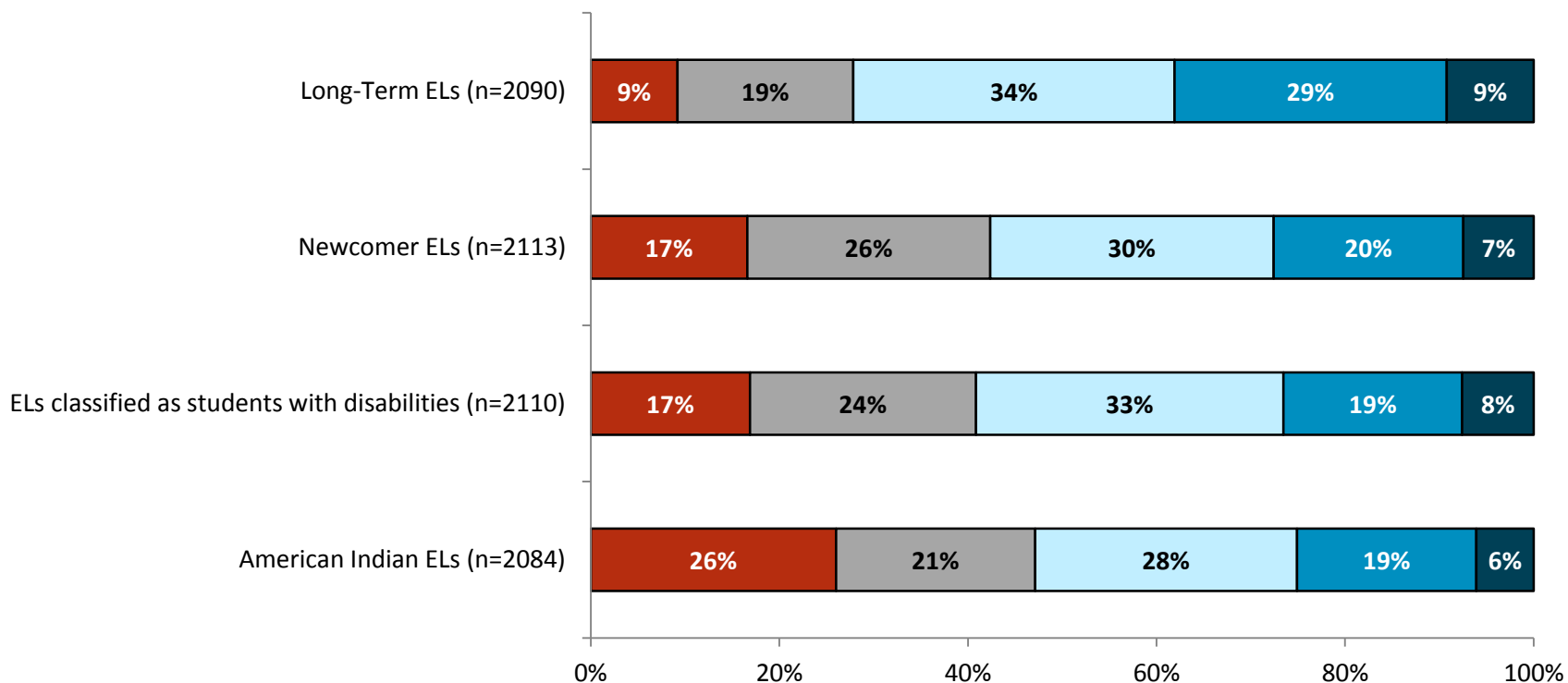| Group	Not at all prepared	Slightly prepared	Moderately prepared	Very prepared	Extremely prepared
Long-Term ELs (n=2090)	9%	19%	34%	29%	9%
Newcomer ELs (n=2113)	17%	26%	30%	20%	7%
ELs classified as students with disabilities (n=2110)	17%	24%	33%	19%	8%
American Indian ELs (n=2084)	26%	21%	28%	19%	6%

*Note: "are you" shown to teachers; "is your school" shown to school administrators; "are the school's in your district" shown to EL certified specialists or EL program directors and district administrators.

Support for ELs from Different Backgrounds by Role

To what extent [are you/is your school/are the schools in your district*] equipped to meet the needs of the following EL groups based on background?
Percent of Respondents who selected "Very Prepared" or "Extremely Prepared"

Legend:
- Teacher (n=1766-1787)
- English Learner (EL) coordinator or EL program director (n=55-58)
- School administrator (n=191-197)
- District administrator (n=69-73)

Newcomer ELs*: 28%, 17%, 29%, 15%
American Indian ELs*: 26%, 15%, 26%, 9%
Long-Term ELs*: 39%, 32%, 39%, 18%
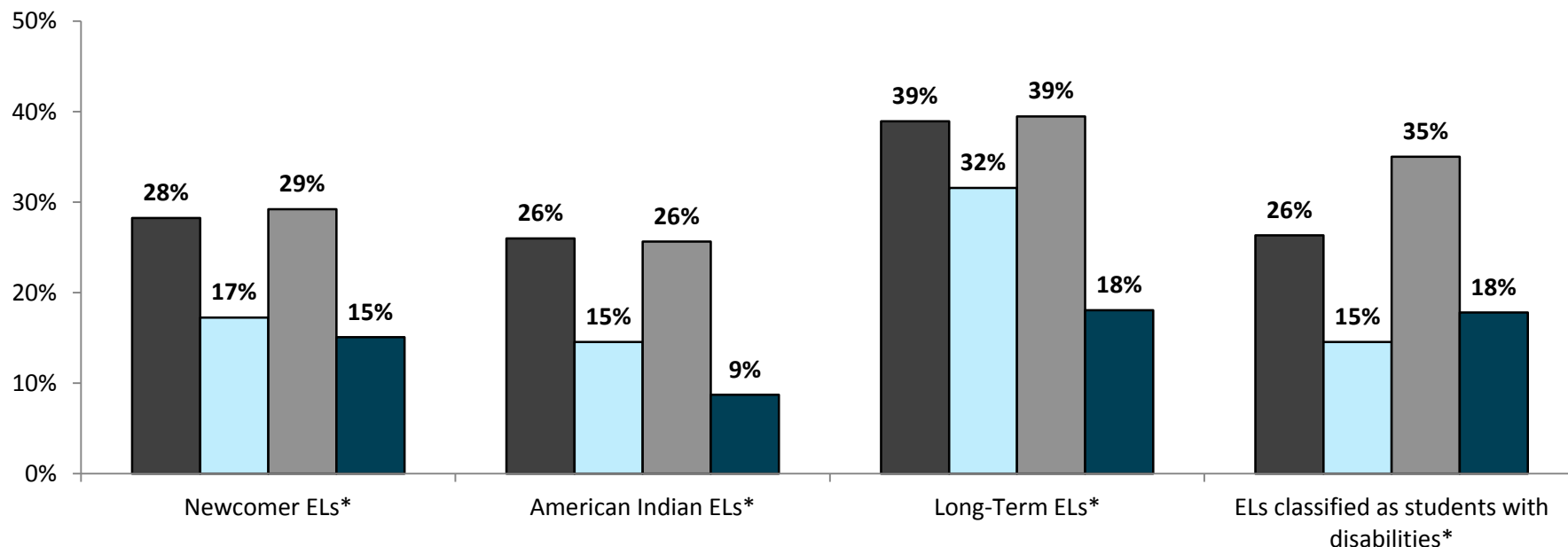ELs classified as students with disabilities*: 26%, 15%, 35%, 18%

*Note: "are you" shown to teachers; "is your school" shown to school administrators; "are the school's in your district" shown to EL certified specialists or EL program directors and district administrators.

Support for ELs from Different Backgrounds by Region

To what extent [are you/is your school/are the schools in your district*] equipped to meet the needs of the following EL groups based on background?

Percent of Respondents who selected "Very Prepared" or "Extremely Prepared"

Legend:
- Region I (n=343-350)
- Region II (n=315-323)
- Region III (n=99-104)
- Region IV (n=633-641)
- Region V (n=129-134)
- Region VI (n=203-206)
- Region VII (n=163-173)
- Region VIII (n=114-120)
- State Charter (n=73-78)

Newcomer Els*: 23%, 29%, 19%, 28%, 34%, 25%, 36%, 28%, 27%

American Indian Els*: 45%, 22%, 9%, 30%, 13%, 13%, 15%, 10%, 26%

Long-Term Els*: 41%, 38%, 20%, 43%, 43%, 28%, 36%, 35%, 33%

ELs classified as students with disabilities*: 29%, 26%, 18%, 30%, 23%, 20%, 27%, 26%, 24%
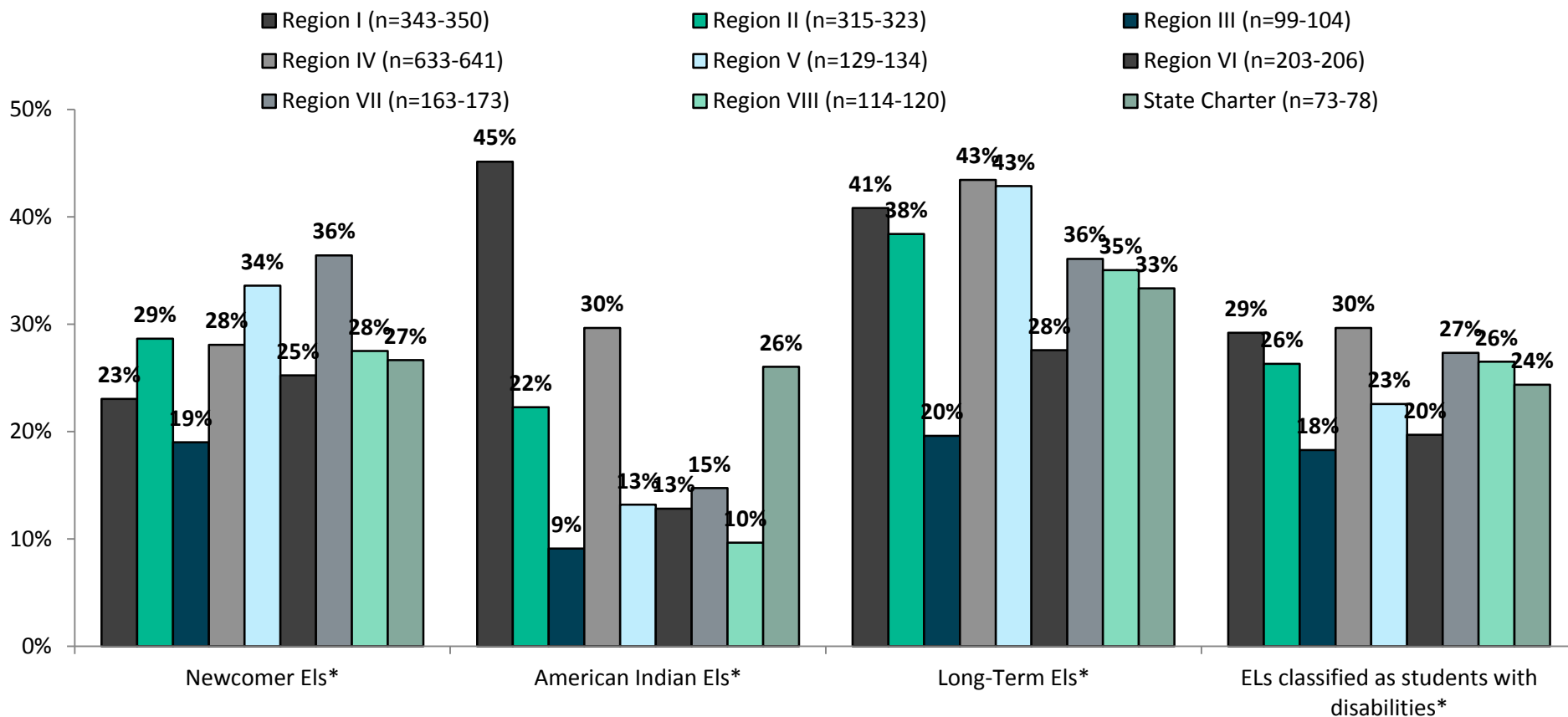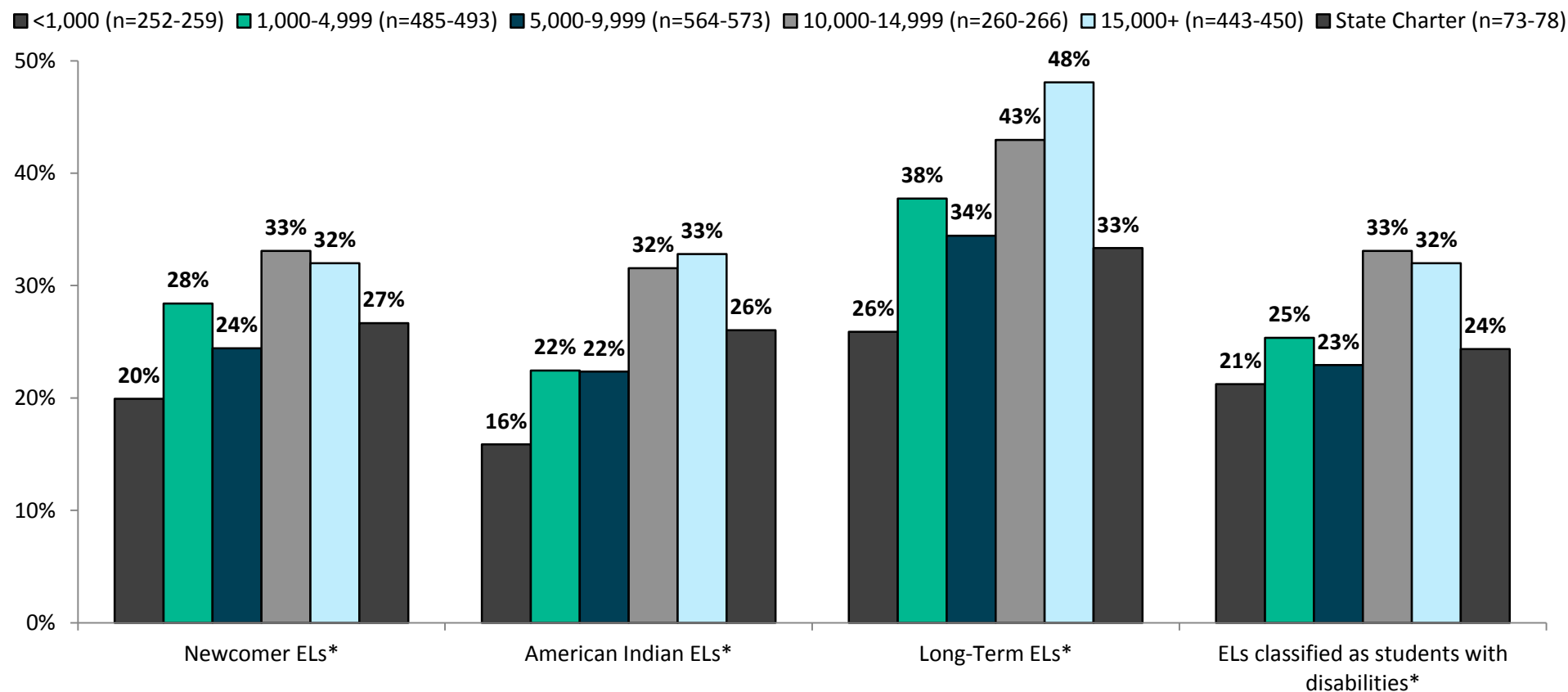
*Note: "are you" shown to teachers; "is your school" shown to school administrators; "are the school's in your district" shown to EL certified specialists or EL program directors and district administrators.

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Support for ELs from Different Backgrounds by District Size

To what extent [are you/is your school/are the schools in your district*] equipped to meet the needs of the following EL groups based on background?

*Percent of Respondents who selected "Very Prepared" or "Extremely Prepared"*

■ <1,000 (n=252-259) ■ 1,000-4,999 (n=485-493) ■ 5,000-9,999 (n=564-573) ■ 10,000-14,999 (n=260-266) ■ 15,000+ (n=443-450) ■ State Charter (n=73-78)

	Newcomer ELs*	American Indian ELs*	Long-Term ELs*	ELs classified as students with disabilities*
<1,000	20%	16%	26%	21%
1,000-4,999	28%	22%	38%	25%
5,000-9,999	24%	22%	34%	23%
10,000-14,999	33%	32%	43%	33%
15,000+	32%	33%	48%	32%
State Charter	27%	26%	33%	24%

*Note: "are you" shown to teachers; "is your school" shown to school administrators; "are the school's in your district" shown to EL certified specialists or EL program directors and district administrators.

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Supports and Resources Provided and Desired

What types of supports and resources...

■ ...are provided to support [educators in their/your*] instruction of EL students? (n=2240)
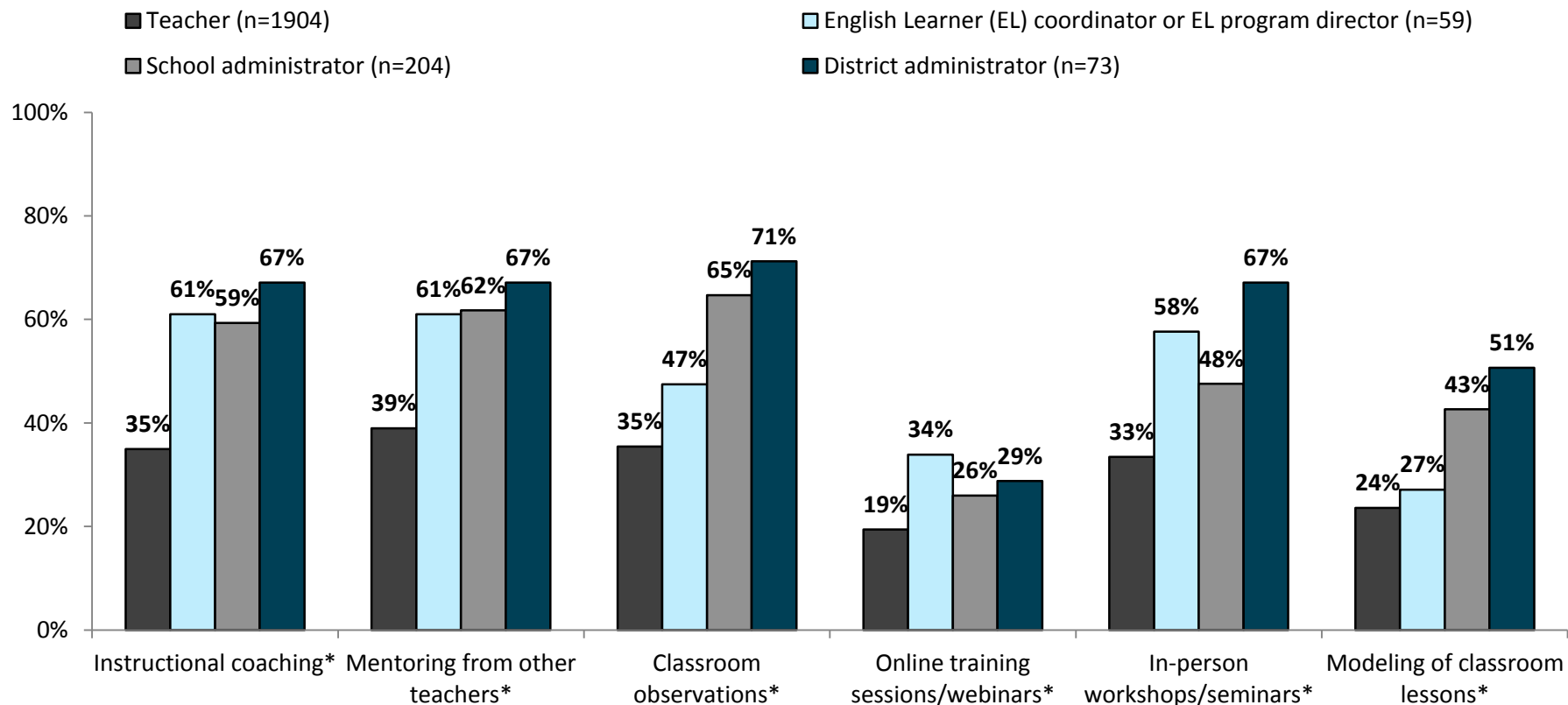
■ ...do you wish were available to meet the needs of EL students? (n=2220)
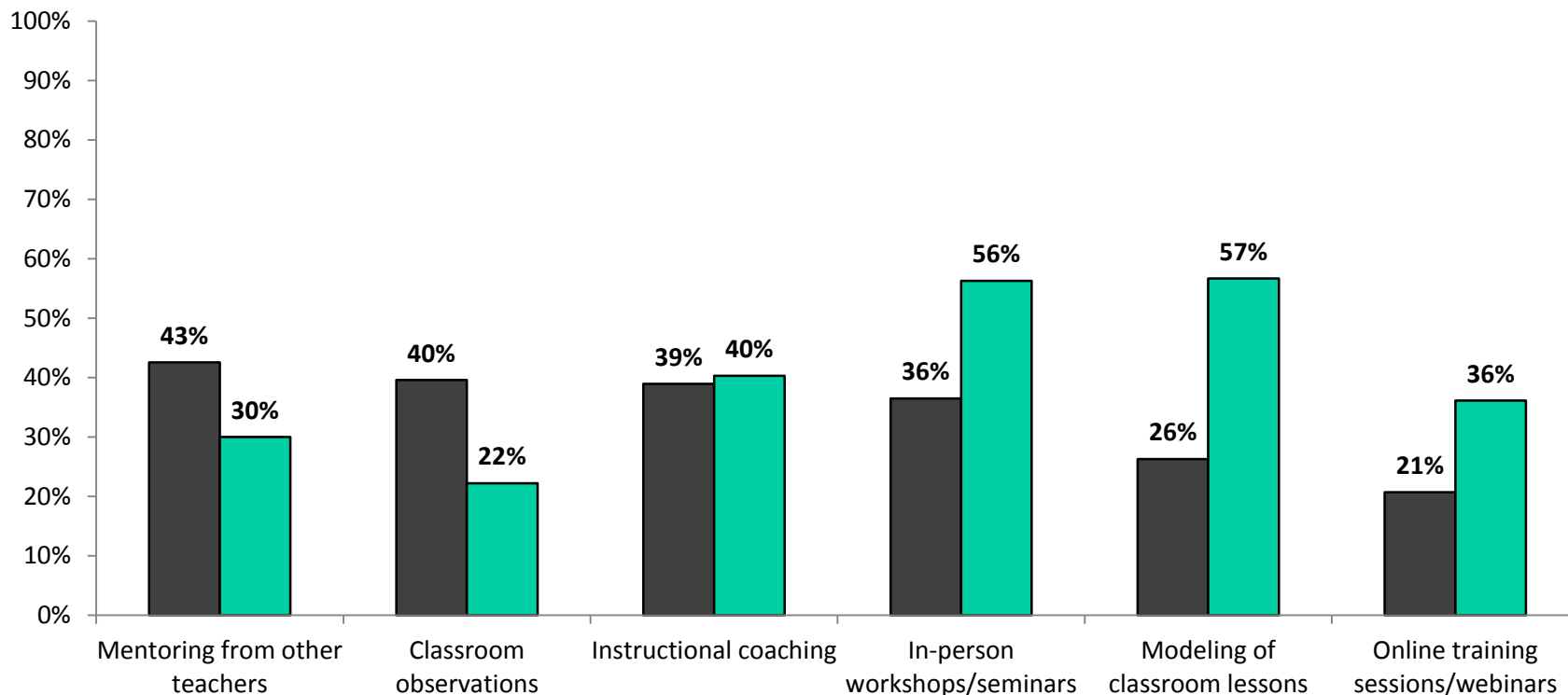
*Note: "your" shown to teachers; "educators in their" shown to school administrators, EL certified specialists or EL program directors, and district administrators. Respondents could select multiple options.

Supports and Resources Provided by Role

What types of supports and resources are provided to support [educators in their/your*] instruction of EL students?

■ Teacher (n=1904)
□ English Learner (EL) coordinator or EL program director (n=59)
■ School administrator (n=204)
■ District administrator (n=73)

*Note: "your" shown to teachers; "educators in their" shown to school administrators, EL certified specialists or EL program directors, and district administrators. Respondents could select multiple options.
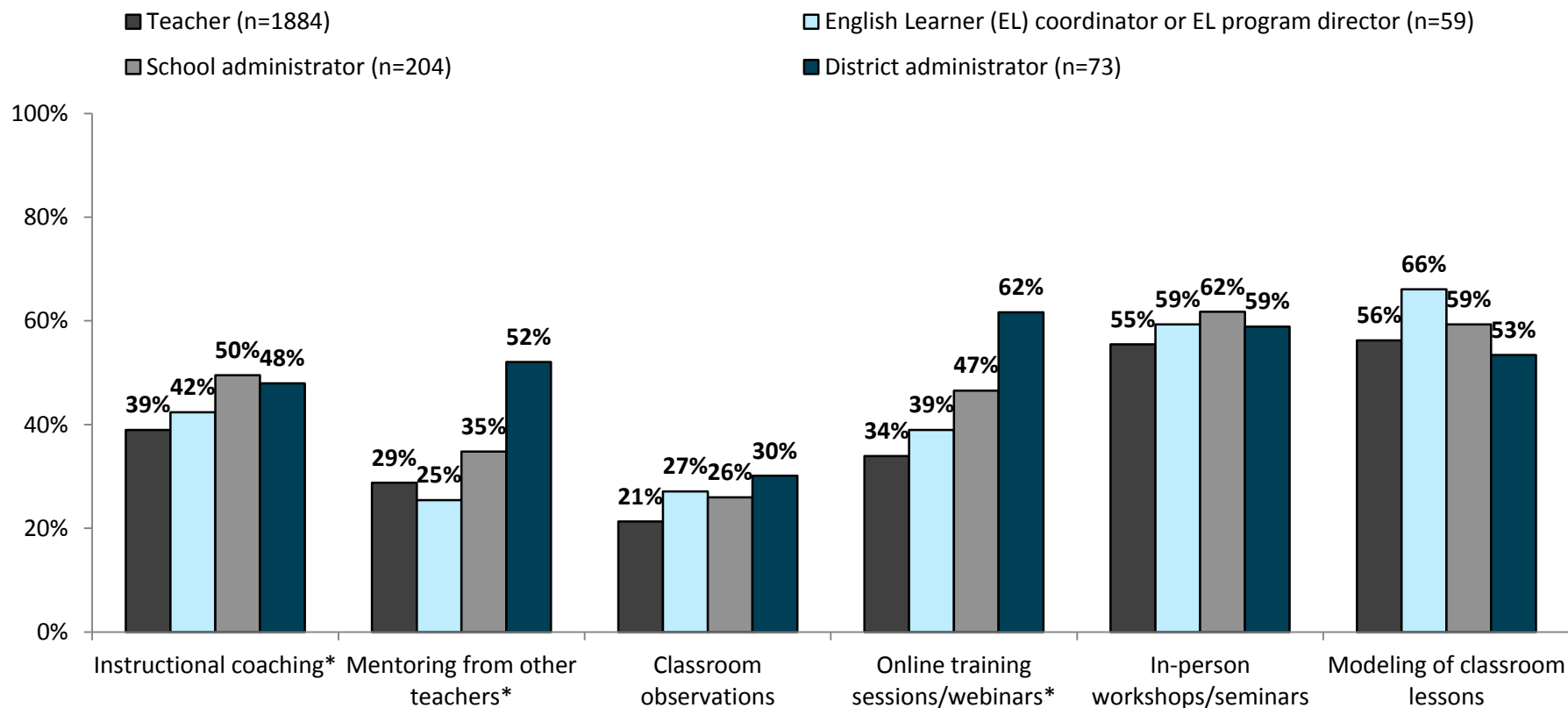
Supports and Resources Desired by Role

What types of supports and resources do you wish were available to meet the needs of EL students?

■ Teacher (n=1884)　　　　　　　　　　□ English Learner (EL) coordinator or EL program director (n=59)

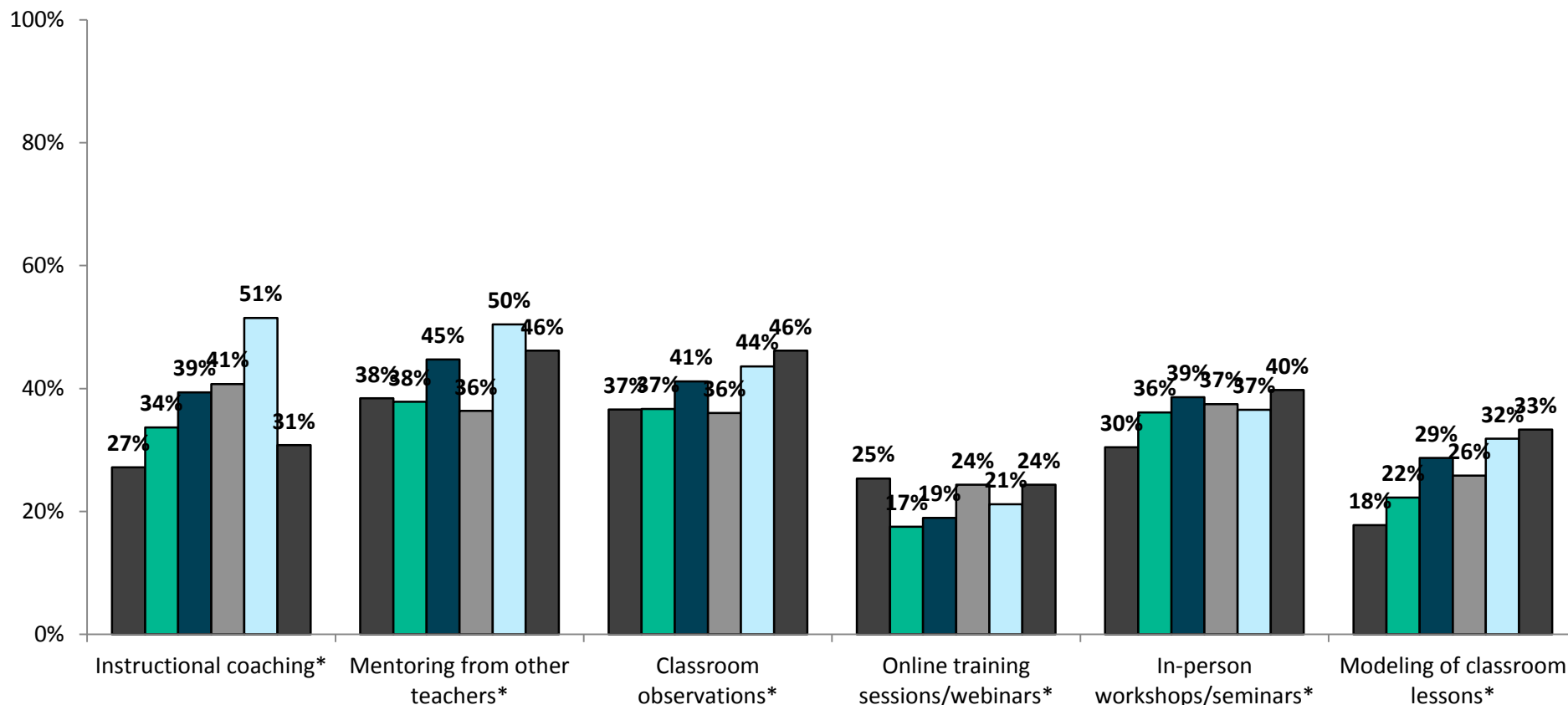■ School administrator (n=204)　　　　　■ District administrator (n=73)

Respondents could select multiple options.

Supports and Resources Provided by District Size

What types of supports and resources are provided to support [educators in their/your*] instruction of EL students? Select all that apply.

■ <1,000 (n=276)   ■ 1,000-4,999 (n=526)   ■ 5,000-9,999 (n=617)   ■ 10,000-14,999 (n=275)   □ 15,000+ (n=468)   ■ State Charter (n=78)

*Note: "your" shown to teachers; "educators in their" shown to school administrators, EL certified specialists or EL program directors, and district administrators. Respondents could select multiple options.

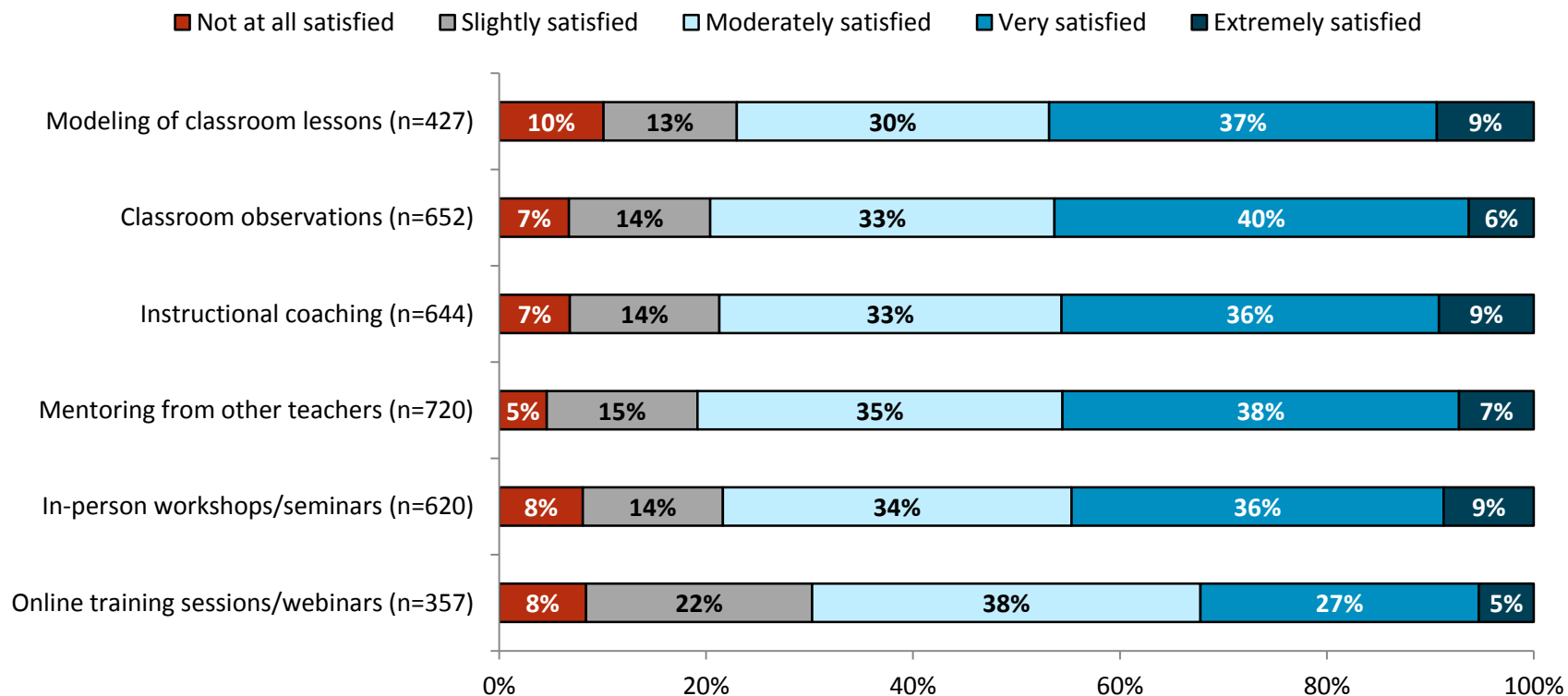K-12 EDUCATION

Who Provides Supports and Resources

Who provides these supports and resources?

	INSTRUCTIONAL COACH	EL COORDINADOR OR EL PROGRAM DIRECTOR	SCHOOL LEADER	DISTRICT LEADER	OTHER
Instructional coaching (n=640)	61%	26%	25%	12%	7%
Mentoring from other teachers (n=700)	24%	28%	37%	8%	31%
Classroom observations (n=641)	25%	15%	67%	14%	13%
Online training sessions/webinars (n=341)	16%	21%	19%	28%	43%
In-person workshops/seminars (n=607)	18%	27%	22%	35%	32%
Modeling of classroom lessons (n=415)	40%	22%	33%	11%	30%
Other (n=113)	13%	29%	19%	17%	51%

Shown to teachers who selected the corresponding supports and resources.

Satisfaction with Supports and Resources

How satisfied are you with these supports and resources?

■ Not at all satisfied ■ Slightly satisfied ■ Moderately satisfied ■ Very satisfied ■ Extremely satisfied

Support/Resource	Not at all satisfied	Slightly satisfied	Moderately satisfied	Very satisfied	Extremely satisfied
Modeling of classroom lessons (n=427)	10%	13%	30%	37%	9%
Classroom observations (n=652)	7%	14%	33%	40%	6%
Instructional coaching (n=644)	7%	14%	33%	36%	9%
Mentoring from other teachers (n=720)	5%	15%	35%	38%	7%
In-person workshops/seminars (n=620)	8%	14%	34%	36%	9%
Online training sessions/webinars (n=357)	8%	22%	38%	27%	5%

Shown to teachers who selected the corresponding supports and resources.

Desired Frequency of Supports and Resources

How frequently would you like these supports and resources offered?

	WEEKLY	BI-WEEKLY	MONTHLY	QUARTERLY	ONCE PER SEMESTER	ONCE PER YEAR
Instructional coaching (n=882)	10%	16%	37%	20%	13%	4%
Mentoring from other teachers (n=658)	12%	18%	38%	19%	8%	4%
Classroom observations (n=490)	5%	10%	36%	28%	15%	6%
Online training sessions/webinars (n=790)	3%	8%	35%	30%	17%	7%
In-person workshops/seminars (n=1233)	1%	3%	22%	35%	28%	11%
Modeling of classroom lessons (n=1246)	4%	10%	35%	28%	18%	5%

Shown to respondents who selected the corresponding supports and resources.