

**Elementary Spanish and Korean  
Dual Language Education  
Programs in L.A. Unified**  
An Implementation Study—  
Technical Appendix

Independent Analysis Unit  
Los Angeles Unified School District

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## Preface

This document is a technical appendix to the report *Elementary Spanish and Korean Dual Language Education Programs in L.A. Unified: An Implementation Study*. The report provides perspectives on dual language implementation as school-based programs continue to expand across the District. In this technical appendix, we describe the methods and data sources that were used for the study. We also provide the teacher and principal survey and the observation protocol that were used to collect data for this study as well as more detailed tables, analyses and context on various strategies for effective dual language instruction.

To study dual language implementation, the Independent Analysis Unit surveyed principals and teachers of all DLE programs in the spring of 2018 and observed elementary school Spanish and Korean DLE programs in the fall of 2018.

Note that the views expressed herein are those of the Independent Analysis Unit and do not necessarily reflect those of the District, the Board of Education, or any individual Board Member.

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# Appendix A. Methods

For this study, the Independent Analysis Unit (IAU) postulated that a highly functioning dual language education (DLE) program should align to a set of practices and classroom environment guidelines derived from research on effective dual language (DL) instruction. Further, we propose that this alignment should be evident in every classroom across different schools and models of DLE. Any evidence that lessons do not align to key guidelines indicates program areas that deserve attention and support.

To understand how instructional practices and classroom environments in the District’s elementary Spanish and Korean DLE programs aligned to research-based guidelines for achieving the goals of biliteracy in Fall 2018, the IAU conducted a predominately qualitative mixed-method case study that incorporated some quantitative data. The data were collected concurrently and included: a) classroom observations, b) teacher and principal surveys, c) administrative data regarding classroom composition and teacher credentialing, and d) personal communication with teachers and administrators. The mixed-method case study design was appropriate because, though it does not allow us to quantitatively determine the quality of the districtwide DL initiative overall, nor to compare school-based programs, it can identify strengths, weaknesses, issues, and challenges that exist in some form and frequency in the District’s DLE program.

This appendix details the methodology used to answer our research questions. It begins with a discussion of the researchers’ role in the study and continues with a description of the participants and the process we used to select them, a discussion of the instrumentation and procedures used for data collection, and, finally, details about how we analyzed the data and a discussion of how we ensured that the data collection and analysis were trustworthy.

## I. Role of the Researchers

Our research team consisted of seven part-time observers and three full-time researcher-observers. The researcher-observers crafted the observation protocol, hired and trained the observers, and functioned as part-time observers whenever necessary. Observers were charged with collecting data through classroom observations of 85 participants. Participants granted our observers access to one or two lessons in their classroom to collect data on the alignment of instructional practice and classroom infrastructure to research-based guidelines.

Since observation is a subjective practice that is sensitive to inter-rater differences, extensive observer training and inter-rater reliability testing was conducted. Though there were no personal relationships between researchers and participants involved in this study, all parties worked for the District, and the researchers worked for an analysis unit that advises the Board of Education and were therefore in the theoretical position to affect the careers of the observed teachers and the prospects of the DLE programs that participated. To assure all participants that they faced no risks, the research team first explained the purpose of the study to local district superintendents, then to principals, then to teachers. Participants were told that the IAU was a unit that, “... advises the Board of Education with objective and nonpartisan analyses,” and that the purpose of the study was, “[understanding] the alignment of instructional practices with research-based ideas and to understand patterns across the District.” Further, participants were assured of confidentiality. They

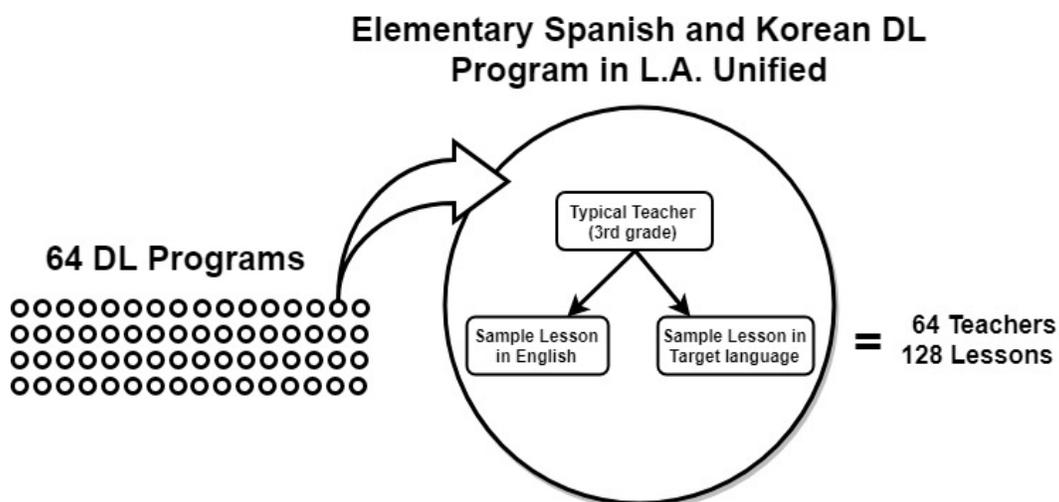
were told that for data analysis, teacher and school names would be obfuscated and the links between teacher personally identifiable information and their observation scores would be destroyed. For presentation, results would be aggregated such that individual people and schools could not be identified.

## II. Participant Selection Logic

The focus of this study was alignment of teaching practices and classroom environments to research-based guidelines among 64 elementary Spanish and Korean DLE programs in the District. We chose to focus on the elementary school level since most DLE programs stop after fifth or sixth grade, and we chose only Spanish and Korean DLE programs because they are the two most common programs in the District, enrolling approximately 72% of DL participants.<sup>1</sup> A few Armenian, Arabic, and Mandarin DLE programs exist, but they are different enough from Spanish and Korean programs that they may have required customized data collection and a different research design. Finally, because new programs may face issues that differ from more established programs, we restricted our sample to programs that were established during or before the 2017-2018 school year and had therefore existed for at least one year prior to data collection.

Because we were interested broadly in assessing the implementation of DLE programs in the District, we collected data from all 64 sites that met the selection criteria, rather than sampling just some of them. However, for collecting instructional practice and much of the classroom environment data, we used a nested sampling design,<sup>2</sup> which means we systematically chose at least one teacher from each of the programs and then observed two lessons per teacher—one in the target language and one in English. We chose each teacher to represent all teachers at that program and we took the two observed lessons to represent of all that teacher’s lessons (Figure A1).

**Figure A1.** Nested Sampling Design



The IAU attempted to select the key teachers for our sample using typical case sampling.<sup>3</sup> We sought third grade teachers and lessons because by third grade, the language division in most programs would be approaching 50-50, making it easier to sample lessons from English and the target

language. Also, lessons from the same grade level are more comparable than lessons from different grade levels. From these 64 programs, we eventually drew a sub-sample of 85 teachers (some programs had more than one key teacher participant) and from them a sub-sample of 140 lessons—at least one in English and one in the target language—for each of the 64 programs.<sup>4</sup>

To recruit key teacher participants, we met with the superintendent of each local district to ask for permission and help. Local district officials then sent e-mails to all principals of elementary schools with DLE programs, explaining the purpose of the study and asking for cooperation. The IAU research team then followed up with each principal and asked for names and e-mail addresses of two or three DL teachers at their schools. Finally, the research team contacted teachers and requested access to their classes. Participation was voluntary, and, for various reasons, some teachers declined to participate. If the researchers could not arrange to work with a third-grade teacher (sometimes because a program did not yet offer third grade), we preferred to find a teacher who taught at the highest-grade level offered in the school's DLE program.

The team then worked with each participating teacher to identify a convenient time for observations. DLE programs alternate the language of instruction in a variety of different ways (e.g. daily or by subject area), resulting in complex program schedules. To work with each program's schedule and to minimize disruption to instruction, our research team conducted announced—as opposed to unannounced—observations.

For all data collection besides classroom observations, the researchers took a census approach. We sent the teacher and principal surveys to all identified principals and teachers associated with DLE programs in the District. For credentialing information, we used human resources data listing all DL teachers and their credentials. Classroom and student characteristics, such as race, language background, sex, and average California English Language Development Test (CELDT) proficiency levels were aggregated to our observed classrooms using student-level administrative data (Focus).

Once each teacher completed her or his observation(s), a member of the IAU's research team sent a follow-up email that expressed gratitude for the teacher's participation in the study and included a promise to send the final report to all participating teachers and principals. The follow-up email also asked teachers to provide the IAU's research team with their years of teaching experience in both mainstream and bilingual classrooms.

### **III. Instrumentation and Operationalization of Constructs**

Three different instruments, the District's administrative data dashboards (Focus), and data from Human Resources were used to collect data for this study. The instruments were a classroom observation protocol and teacher and principal questionnaires.

Classroom observers used the observation protocol (Appendix B) to evaluate lessons on five instructional and three classroom and program structure domains, corresponding to the research-based guidelines described in the conceptual framework section of this report. The five instructional domains were: language separation, curriculum, connections, comprehensibility, and interactions. The three classroom and program structure domains were composition, environment and bilingual teachers.

Each of the five instructional domains had between two and six indicators that observers scored on a scale from 1 to 4 to create a full picture of the how the lesson aligned to research-based guidelines. Scores of 1 and 2 indicated that a lesson did not meet a guideline: a score of 1 indicated that the practice was not present at all and a 2 indicated that there was some evidence of the practice, but it was not enough to meet guidelines. Scores of 3 and 4 meant that a lesson did meet a guideline: a score of 3 indicated that the practice was present and sufficient, and a 4 was the highest score a lesson could earn on an indicator and represented exemplary practice. For example, one of the indicators for the curriculum domain was *objectives*. A teacher who explicitly stated both the language and the content objective and referred to both throughout the observed lesson would have earned a 4, the highest score, for that indicator.

Each of the 3 classroom and program structure domains had between two and three indicators that observers scored either “met” or “not met.” For example, a classroom either met guidelines for classroom composition or it did not; there was no ability to “exceed” classroom and program structure guidelines.

This observation protocol was used to provide much of the data needed to answer both research questions. It was created by conducting an extensive literature review to understand the research-based guidelines associated with DL education. Other observation protocols, such as Observation Protocol for Academic Literacies and the Center for Applied Linguistics’ (CAL) Templates for Self-Evaluation Data Collection and Scoring, were collected to understand what other researchers had done in this area. Based on our review of the research literature, we created 16 instructional practice indicators that cover five DL instructional practice domains: language separation, curriculum, connections, comprehensibility, and interactions. We created an additional 8 classroom and program structure indicators that cover classroom environment, classroom composition, and teacher preparation and credentialing. The content validity of the observation protocol for DLE programs classrooms was also assessed by university professors, DLE programs teachers, and principals of DLE programs.

Additional data used to corroborate classroom observations was collected via teacher and principal surveys. For the surveys, the IAU developed questionnaires that contained—among other topics related to different research questions—items regarding teacher opinions about the adequacy of instructional materials, planning time and professional development and principal opinions about instructional materials and professional development and supports.<sup>5</sup>

The IAU developed the principal and teacher surveys based on preliminary analysis of interview data and prior research on promising practices for DL implementation. The IAU reviewed, piloted, and revised the survey items to ensure validity.<sup>6</sup> Experts, including university professors, reviewed the teacher and principal survey for content validity.

Last, two forms of administrative data informed this analysis. The District’s Human Resources Department provided a list of all DL teachers and their credential status that we used to corroborate findings related to the last classroom program and structure domain: characteristics of bilingual teachers. And student-level data from the District’s administrative data system (Focus) was used to assess demographic differences between students in observed classrooms and students in the district overall.

## IV. Procedures for Data Collection

The following describes how we used the classroom observation protocol and questionnaires to collect data.

### Classroom Observations

To collect data regarding lessons, observers visited classrooms and took notes using the observation protocol. Several steps were taken to ensure that the data from the classroom observations were reliable. First, classroom observers were required to meet a minimum threshold for inter-rater reliability before they could conduct classroom observations. All seven classroom observers achieved this minimum threshold, and most exceeded it. The average inter-rater reliability score was 80%.

Second, the research team attempted to screen for observers who would be sympathetic towards teacher instructional practice in such a way that could bias our data in the direction of over representing success. During the interview we asked the following question:

“The purpose of this study is to understand the implementation of dual language programs in the District—that is, understand what we are doing well and identify areas for growth. Our purpose is not to evaluate teachers, but we will need to score teachers on 16 indicators. (as an aside, these scores are not shared with teachers or anyone outside of the research team). It is natural for observers to feel reluctant about giving out low scores. Imagine that observers allowed their feelings to influence their observations. How might that impact the results of the study?”

Responses to this question from each of the seven observers demonstrated a level of understanding about how data collection can be biased by sympathetic scoring, which would negatively affect this study and, ultimately, the goal of improving DLE programs across the District.

Third, our research team checked in with each observer after their first classroom observation. During these check in conversations, observers were asked to outline the scores that were given and provide evidence for each score. Additionally, the observation protocol contains a section that required observers to provide evidence for the scores they gave. As observers completed their observations, they were asked to send in their scoring sheets so the research team could ensure that scores were aligned with the evidence. At the end of the study, the staff researchers questioned classroom observers individually about how they had ensured intra-rater reliability across all their classroom observations. Classroom observers were also asked about themes they noticed across the DLE programs; data from these conversations served to triangulate findings from other observers and data sources.

### Teacher and Principal Surveys

The IAU administered the survey on DLE programs for 5 weeks in the Summer of 2018, from May 21, 2018 to June 26, 2018. The questionnaire was sent to 583 teachers and 73 principals of DLE programs. Two reminder e-mails were sent to increase response rates. The questionnaires took approximately 5 to 15 minutes to complete.

Survey response rates for teachers and principals were high across programs. The IAU had a 42% response rate from principals and a 38% response rate from teachers, with a total of 252 responses (Table A1).<sup>8</sup> The average response to e-mail surveys in general ranges from 30-40%.<sup>9</sup> Internal surveys to employees, such as the IAU surveys, should be on the higher end of these response rates.

**Table A1.** Dual Language Teacher and Principal Survey Responses<sup>7</sup>

	Emailed	Responded	
	#	#	%
Principals	73	31	42%
Teachers	583	221	38%
Total	656	252	38%

Source: IAU teacher and principal survey for bilingual and dual language programs (May 2018)

## V. Data Analysis Plan

The collected classroom observation data was split into two datasets. The first was the dataset of observation scores for each of the 24 indicators, which were entered in a spreadsheet and merged with school characteristics (classroom enrollment, teacher characteristics, etc.), obtained from District administrative data (Focus). These data were then analyzed using a statistics program (Stata) to produce frequencies and proportions to answer research question 1 and to conduct tests of association to answer research question 2. The second dataset was the classroom observation notes, which were typed and then coded using a qualitative software system (NVivo), to triangulate the results from the observation scores.

### The first research question was:

To what extent did instructional practices and classroom environments at elementary DL Spanish and Korean programs [lessons] align to research-based guidelines for success?

This question is descriptive and answerable from the classroom observations, with the teacher and principal survey used to triangulate some of the classroom environment variables. The working hypothesis for research question 1 was that some domains of practice and environment, across lessons and programs, were more commonly aligned to research-based guidelines than others. To test this hypothesis, we summed scores from the key teachers' observed lessons for each sub-indicator within each domain and compared the proportion of lessons that scored as having met (scores of 3 or 4) versus those that did not meet guidelines (scores of 1 or 2). In reporting the results, we used observer notes, personal communications, human resources administrative data, administrative data about classroom composition, and survey results where applicable.

### The second research question was:

For the DLE programs in the study, did any of the following characteristics explain variability in alignment to selected research-based guidelines?

- Language of instruction
- Class size
- Classroom composition
- Average CELDT performance per classroom
- Program type
- Grade level

- Teaching experience

For research question 2, the hypotheses were that teacher and classroom characteristics could partly explain how well lessons aligned to guidelines. For example, fully credentialed teachers may be more likely follow all the instructional practice guidelines, compared to their less-credentialed colleagues. Similarly, class size might relate to whether teachers followed guidelines such as checking for understanding or having high expectations for language production.

To test these hypotheses, we cut observation scores into four levels, creating categorical variables for each indicator, and then cross-tabulated these with each of the eight categorical teacher and classroom characteristics indicators. We used chi-square tests to determine significant statistical independence (Pearson's  $\chi^2$ ). If the chi-square test showed a lack of independence between the variables, we used Cramer's V to show strength of association. Results from these tests tell us when and where guideline alignment varied significantly between different categories of teacher or classroom characteristics, but it cannot say why they varied.

## VI. Trustworthiness of the Data

Our goal in this study was to identify strengths, challenges, issues and areas for growth related to implementing elementary Spanish and Korean DL across the District. To do so, we selected at least one “key” teacher from every program and observed one “typical” lesson in English and another in the target language from that teacher. If the chosen teachers and lessons are typical of elementary Spanish and Korean DL teachers across the District, then we should be able to infer that our findings from observing their classrooms apply to DLE program practices in general in L.A. Unified elementary schools.

### Teacher Representativeness

The 85 teachers observed in Spanish and Korean elementary DLE programs across the District had a wide range of experience and backgrounds. Observed teachers taught for an average of 17 years, though their teaching experience ranged from 1 to 35 years. The teachers had varied levels of experience teaching in DL classrooms, from 1 to 30 years, with an average of approximately 7 years in DL classrooms. District wide, teachers on average had 14 years of experience, which shows the DL teachers in our sample are more experienced than teachers in the District on average.<sup>10</sup>

In terms of race, ethnicity and sex, approximately 82% of the teachers we observed racially identify as white (n=70). Of the remaining 18%, approximately 12% were Asian, 4% were not listed, and 1% were Filipino and American Indian/Alaskan native, respectively. Moreover, approximately 82% of the teachers we observed ethnically identified as Hispanic or Latino, approximately 12% as Asian, and approximately 6% as white non-Hispanic. Most observed teachers identify as female (85%).<sup>11</sup>

### Student Representativeness

In addition, though we did not sample students, the students in the observed classes are like students across the District, on average, in terms of race, ethnicity and sex. If teachers' students affect their teaching behavior, this similarity is salient to the trustworthiness of these findings.

In 2018-2019, L.A. Unified enrolled 11,470 elementary school students (grades K-5) in Spanish and Korean DLE programs.<sup>12</sup> Our sample lessons involved 1,848 students, approximately 16% of the total students enrolled in these DLE programs. This student group reflected the diversity of L.A. Unified. Female students made up both approximately half of our group and half of the total DL population. The breakdown of race in our group was also like the breakdown of race in the overall population for these DLE programs (Table A2).

**Table A2.** Percent Primary Race for Observed Students vs. All Students in Elementary Korean and Spanish DLE Programs

Student Primary Race	Students in Observed Classrooms		Students in All Elementary Korean and Spanish DLE programs	
	Hispanic	Not Hispanic	Hispanic	Not Hispanic
African American/Black	1%	21%	1%	22%
American Indian/Alaska Native	<1	0	<1	<1
Asian -Korean	<1	41	<1	36
Asian - Not Korean	<1	11	<1	12
Decline to State	16	1	13	2
Pacific Islander	<1	1	<1	<1
White	82	26	84	28
Total	100%	100%	100%	100%

Source: District administrative data (Focus), February 2019; IAU dual language classroom observations (fall 2018)

The students in our research sample were also like students in all DLE programs in terms of their language classifications (Table A3). The percentage of English only students (EOs) and initially fluent English proficient students (IFEPs) enrolled in our sample was virtually identical to the percentage of EOs and IFEPs enrolled in elementary Korean and Spanish DLE programs across L.A. Unified. The percentage of English learners (ELs) enrolled in our sample classrooms was slightly lower than those enrolled in our DL student population overall, while the percentage of reclassified English proficient students (RFEPs) enrolled in our sample classrooms was slightly higher than those in the population.

**Table A3.** Language Classification in Observed Classrooms v. All Elementary Korean and Spanish DLE Programs

Student Language Classification	Observed Classrooms	All Elementary Korean and Spanish DLE programs
English-only (EO)	30.9%	31.1%
Initial Fluent English Proficient (IFEP)	6.9%	6.5%
English Learner (EL)	36.0%	38.4%
Reclassified Fluent English Proficient (RFEP)	25.8%	23.6%
Unknown	0.4%	0.4%
Total	100.0%	100.0%

Source: District administrative data (Focus), February 2019

Finally, the grade levels of the classrooms observed in this study are shown in Table A4. Because the research design focused on elementary schools and, within that school level, third grade, most of the students in the observed classrooms were third graders, followed by second and first graders. Obviously, this distribution does not match the distribution of students across all elementary Korean and Spanish DLE programs.

**Table A4.** Grade as Cumulative Percent of the Observed Classrooms and All Elementary Korean and Spanish DLE Programs

Grade	Observed Classrooms	All Elementary Korean and Spanish DLE programs
TK	0.0%	1.0%
K	9.3%	24.1%
1	10.7%	20.5%
2	23.6%	16.7%
3	44.3%	14.0%
4	9.3%	12.1%
5	2.9%	11.6%
Total	100.0%	100.0%

Source: District administrative data (Focus)

## Lesson Representativeness

In addition to the importance of teacher representativeness, the research design relies on the assumption that the lessons we observed are representative of a) a teacher’s typical lessons, or b) all lessons in Spanish or Korean DLE programs. Two aspects of data collection may have biased the observations of the lessons data. First, results of this study are based generally on two observations of each teacher. Best methodological advice is to observe classrooms “...at multiple times points [to] show both variability and stability for different aspects of instruction.”<sup>13</sup> Resource constraints and our desire avoid disrupting classroom routine limited our ability to observe teachers for more than two lessons, which typically spanned two to four hours each. The lack of more or longer observations may mean that we missed evidence of alignment to guidelines simply because we did not collect enough data. Also, we announced classroom visits, which gave teachers chances to prepare for scheduled observations and may have biased results in the direction of showing more alignment than was typical due to teachers having the opportunity to prepare for our visits.

Thus, the lesson observation data for this study is limited in that it does not capture instruction that spans days or weeks and we collected it from announced visits. But given the premise that high-quality DL implementation should show evidence of research-based guidelines in each lesson, our data suffices to support the claim that not all lessons followed every guideline. Readers should not take this claim as a judgement of program quality. Rather, the purpose of this study is to uncover aspects of DLE program practice that could benefit from additional resources or attention.

## Appendix B. Dual Language Classroom Observation Protocol

**Part A:** Please fill out prior to all observations

<b>Name of Observer:</b>	
<b>Date:</b>	
<b>Start Time &amp; End Time:</b>	
<b>School ID:</b>	
<b>Teacher ID:</b>	
<b>Grade:</b>	
<b>Language of Instruction:</b>	
<b>Subject:</b>	
<b>Program Model:</b>	

**Part B:** Please fill out for duration of lesson. In the first column, describe the lesson steps (e.g., whole group instruction, group work, independent practice). In the second column, write down what teachers and students are saying and doing.

<b>Classroom Conversations and Notes</b>	
Lesson Steps	Teacher and Student Actions/Speech

**Part C:** Please complete the following during gaps/pauses in the lesson, if possible. Otherwise, fill out the following boxes after the observation but before the end of the day.

<b>Physical Space</b>	
Describe displays of student work. Note proportion of English and target language.	
Describe walls and bulletin boards. Note proportion of English and target language.	
Proportion of classroom books in target language versus English.	
<b>Students and Teachers</b>	
Number of students	
Examples of scaffolding strategies. (sentence frames, visual aids, hands-on activities, wait time, think-pair-share, graphic organizer, physical movement, paraphrasing)	
Student grouping (e.g., student seating arrangement)	
Noteworthy anecdotes from the lesson (optional)	

**Part D:** Complete the following rubric by circling the box that best describes instructional alignment with research guidelines. Complete the rubric immediately following the observation. If this is not possible, complete the rubric within 30 minutes of the observation.

<b>Name of Observer:</b>	
<b>School ID:</b>	
<b>Teacher ID:</b>	

### Glossary/Examples

- **Linguistic Features:** the standard formal aspects of language such as words, sentence construction, and grammar. Lessons that attend to specific linguistic features may ask students to use specific vocabulary words, verb conjugations, sentence structure, sentence frames etc.
- **Target language:** the language of instruction that is not English. In L.A. Unified, the target language is typically Spanish, Korean, Mandarin, Arabic, French, or Armenian.
- **Higher-order thinking:** questions that put advance cognitive demand on students. These types of questions encourage students to think beyond literal questions and promote critical thinking skills. These questions expect students to apply, analyze, synthesize, and evaluate information instead of recalling facts. Activities that encourage higher-order thinking allow for multiple answers and approaches.
- **Scaffolding strategies:** refers to a variety of instructional techniques that move students towards stronger understanding and greater independence in the learning process. Examples of scaffolding strategies include but are not limited to: Connecting students' backgrounds and prior knowledge to lesson; Explicitly teaching vocabulary, academic language, and language structures; Visuals; Hands-on activities; Think-alouds; Graphic organizers; Wait time; Group activities; Cooperative learning strategies; Think-Pair-Share; Pictures walks; Gallery wall

**DOMAIN 1: LANGUAGE SEPARATION<sup>14</sup>**

**Instruction incorporates appropriate separation of languages to promote high levels of language acquisition**

	1	2	3	4	Notes
<b>I.1.1</b> Teacher incorporates separation of languages to promote high levels of language acquisition.	<p>No separation of languages for instruction. Teachers use both languages as they choose or continually translate from one to the other. Less than 60% of the teacher's language is in the language of instruction.</p> <p><u>Check one:</u></p> <p><input type="checkbox"/> 0-15%</p> <p><input type="checkbox"/> 15-30%</p> <p><input type="checkbox"/> 30-45%</p> <p><input type="checkbox"/> 45-60%</p>	<p>There is an attempt at separation of languages, but teachers use both languages on occasion without a clear purpose. Teacher is using the language of instruction. 60-90% of instructional time.</p> <p><u>Check one:</u></p> <p><input type="checkbox"/> 60-75%</p> <p><input type="checkbox"/> 75-90%</p>	<p>There is consistent separation of languages for instruction. Teacher is using the language of instruction 90-95% of instructional time.</p>	<p>There is consistent separation of languages for instruction. Over 95% of instructional time is in the language of instruction.</p>	
<b>I.1.2</b> Students incorporate separation of languages when interacting with the teacher.	<p>No separation of languages for instruction. In interactions with the teacher, students use the language of instruction less than 60% of the time.</p> <p><u>Check one:</u></p> <p><input type="checkbox"/> 0-15%</p> <p><input type="checkbox"/> 15-30%</p> <p><input type="checkbox"/> 30-45%</p> <p><input type="checkbox"/> 45-60%</p>	<p>In interactions with teachers, students use both languages on occasion, but without a clear purpose. Students use the language of instruction 60-90% of the time when talking to the teacher.</p> <p><u>Check one:</u></p> <p><input type="checkbox"/> 60-75%</p> <p><input type="checkbox"/> 75-90%</p>	<p>There is consistent separation of languages for instruction. In interaction with the teacher, students use the language of instruction 90-95% of the time.</p>	<p>There is consistent separation of languages for instruction. In interaction with the teacher, students use the language of instruction over 95% of the time.</p>	

<p><b>I.1.3 Students incorporate separation of languages when interacting with other students.</b></p>	<p><b>1</b></p> <p>Students use both languages when talking to other students. In interactions with other students, students use the language of instruction less than 60% of the time.</p> <p><u>Check one:</u></p> <p><input type="checkbox"/> 0-15%</p> <p><input type="checkbox"/> 15-30%</p> <p><input type="checkbox"/> 30-45%</p> <p><input type="checkbox"/> 45-60%</p>	<p><b>2</b></p> <p>In interactions with other students, students use both languages on occasion. Students use the language of instruction 60-90% of the time.</p> <p><u>Check one:</u></p> <p><input type="checkbox"/> 60-75%</p> <p><input type="checkbox"/> 75-90%</p>	<p><b>3</b></p> <p>There is consistent separation of languages for instruction. In interaction with other students, students use the language of instruction 90-95% of the time.</p>	<p><b>4</b></p> <p>There is consistent separation of languages for instruction. In interaction with other students, students use the language of instruction over 95% of the time.</p>	<p><b>Notes</b></p>
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## DOMAIN 2: CURRICULUM

### Curriculum is cognitively complex, relevant, and challenging for linguistically diverse populations.

	1	2	3	4	Notes
<p><b>I.2.1</b> Instruction in one language builds on concepts learned in the other language.</p>	<p>Instruction in one program language does not connect to or build on instruction in the other language, or instruction in one language repeats or translates content already covered in the other language.</p>	<p>There are attempts to make instructional connections from one program language to the other (e.g., carrying over a discussion of a subject taught in one language to the other language or using complementary resources in each language), but they are unsystematic and insufficient.</p>	<p>Instructional connections are made across program languages in a systematic and ongoing way so that instruction builds over time across languages.</p>	<p>Instructional connections are made across program languages in a systematic and ongoing way so that instruction builds over time across languages. Teacher explicitly bridges new vocabulary with previously learned information. Teacher brings attention to similarities and differences between the two languages.</p>	
<p><b>I.2.2</b> Teacher provides opportunities for high-quality oral language production.</p>	<p>There are few to no opportunities for oral language production. If there are opportunities for student responses, students respond with short answers.</p>	<p>There are some opportunities for oral language production. Most student speech is single word responses or short phrases. Teacher does not require students to respond in complete sentences.</p>	<p>There are multiple opportunities for oral language production. Teachers encourage students to respond in complete sentences. Most student speech is in complete sentences.</p>	<p>Teacher provides frequent opportunities for oral language production. Complete sentences are required, and most responses are more than one sentence. Teacher follows up with student responses to elicit more student speech.</p>	

	1	2	3	4	Notes
<b>I.2.3 Teacher establishes high expectations.</b>	Teacher rarely or never establishes high expectations.	Teacher sometimes establishes high expectations that are academically, linguistically, and developmentally appropriate.	Teacher often establishes high expectations that are academically, linguistically, and developmentally appropriate.	Teacher consistently establishes high expectations that are academically, linguistically, and developmentally appropriate. Teacher explains the reason for the high expectations.	
<b>I.2.4 The teacher explicitly states learning objectives, and the lesson addresses the learning objectives.</b>	Lesson objective is barely discernible. Lesson might have multiple, ambiguous, or vague objectives. If objective is stated, instruction only minimally matches objective(s) or frequently digresses.	Objective is briefly stated but not revisited throughout the lesson and at closure. There is some discernible thread in the lesson. Lesson objective can reasonably be inferred.	Objective is clearly stated. There is a discernible thread throughout the lesson, and there are few or no digressions.	Both content and language objectives are stated explicitly. Objectives are clearly posted and revisited throughout the lesson. Lesson clearly focuses on achieving the objectives with few to no digressions.	
<b>I.2.5 Curriculum incorporates materials and technology to promote learning.</b>	Teacher rarely or never uses materials and technology (e.g., chart paper, white boards, videos, virtual field trips, primary source materials, interactive whiteboards) to support student learning.	Teacher sometimes uses materials and technology (e.g., chart paper, white boards, videos, virtual field trips, primary source materials, interactive whiteboards) to support student learning.	Teacher often uses materials and technology (e.g., chart paper, white boards, videos, virtual field trips, primary source materials, interactive whiteboards) to support student learning.	Teacher consistently uses materials and technology (e.g., chart paper, white boards, videos, virtual field trips, primary source materials, interactive whiteboards) to support student learning.	

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Notes</b>
<p><b>I.2.6 Teacher engages students in higher-order thinking.</b></p>	<p>Most activities and questions require students to recite or recall facts.</p>	<p>Most activities and questions from the lesson require students to describe, summarize, or recall. Students are not required to explain their thinking.</p>	<p>Activities and questions require students to go beyond the lesson/text. Students are encouraged to connect ideas, cite evidence, critique, investigate, or defend their reasoning.</p> <p>Teacher encourages students to build on one another's thinking.</p>	<p>Activities and questions require students to apply concepts to real-world applications. Students are encouraged to connect ideas, cite evidence, critique, investigate, or defend their reasoning. The lesson focuses on complex reasoning, and activities allow for multiple answers and approaches.</p> <p>Teacher encourages students to challenge and build on one another's thinking.</p>	

### DOMAIN 3: CONNECTIONS

#### Teachers provide opportunities for students to link content to their lives and past learning.

	1	2	3	4	Notes
<b>I.3.1 Teacher explicitly links new concepts to past learning.</b>	Teacher orally asks students a single question about students' background experiences or past learning, requiring only a group or choral response. There is no further discussion or probing.	There is some limited discussion of what students know about the topic.	The teacher taps prior knowledge. There is specific discussion, or questions are used to tap prior knowledge. There may be recording of what students know about the topic.	The teacher taps prior knowledge throughout the lesson. There is specific discussion, or questions are used to tap prior knowledge. There is an enhancement to the discussion such as written record, small group discussions, or pair share linking past experience with new learning.	
<b>I.3.2 Instruction is culturally sustaining and grounded in students' interest and needs.</b>	There is little indication that instruction is culturally sustaining. Teacher demonstrates little to no knowledge of students' backgrounds and experiences, cultures, interests, or special needs.	Instruction incorporates some culturally sustaining materials. Teacher demonstrates some knowledge of students' backgrounds and experiences, cultures, interests, and special needs.	Instruction incorporates culturally sustaining materials. Teacher demonstrates knowledge of students' backgrounds and experiences, cultures, interests, and special needs and ground their lessons in such knowledge.	Instruction incorporates culturally sustaining materials. Teacher demonstrates ample knowledge of students' backgrounds and experiences, cultures, interests, and special needs and grounds the lessons in such knowledge. Opportunities are provided for students to address local concerns and deepen home/school connections. Classroom interactions are personalized to the interests of the students.	

## DOMAIN 4: COMPREHENSIBILITY

### Instruction utilizes effective strategies to help students access content.

	1	2	3	4	Notes
<p><b>I.4.1</b> Teacher uses scaffolding strategies for bilingual learners to facilitate comprehension and promote language and literacy development.</p> <p><i>(ex. of scaffolding: graphic organizers, visuals, think aloud, sentence frames, paraphrasing, hands-on activities)</i></p>	<p>Teacher rarely uses instructional strategies that facilitate students' understanding of academic language and concepts or that help them produce oral or written language.</p>	<p>Teacher sometimes uses instructional strategies that facilitate students' understanding of academic language and concepts and that help them produce oral or written language.</p>	<p>Teacher often uses a variety of complementary instructional strategies that facilitate students' understanding of academic language and concepts and that help them produce oral or written language.</p>	<p>Teachers consistently and effectively use a variety of complementary instructional strategies that facilitate students' understanding of academic language and concepts and that help them produce oral and written language. Scaffolding strategies are differentiated to allow multiple entry points for engagement with content. two languages.</p>	
<p><b>I.4.2</b> Teacher checks for understanding and provides appropriate feedback.</p>	<p>Teacher checks for understanding one time. Teacher monitors fewer than 25% of students involved in the lesson. Teacher provides no or little feedback to struggling students. There is no closure or assessment to assess student learning at the end of the lesson.</p>	<p>Teacher checks for understanding a few times during the lesson. Teacher monitors fewer than 50% of students involved in the lesson. There is limited feedback to students who might be having difficulty. Closure and assessment of learning at the end of the lesson are cursory</p>	<p>Teacher often checks for understanding throughout the lesson. Teacher monitors all or nearly all students involved in the lesson. There is a closure that reviews concepts taught and allows individual students to show what they learned. Teacher assesses the learning of most students during the lesson and at the end.</p>	<p>Teacher consistently checks for understanding throughout the lesson in a way that is observable for each student and provides feedback as needed. There is a closure that reviews concepts taught and allows individual students to show what they learned. The teacher checks whether ALL students, not just some or most, have achieved the objective of the lesson observed.</p>	

## DOMAIN 5: INTERACTIONS

### Varied participation structures allow for interactions that maximize engagement and access to the curriculum.

	1	2	3	4	Notes
<b>I.5.1</b> Teacher uses a variety of strategies to ensure equitable participation among all students.	Few or no strategies are used to ensure equitable participation. Participation patterns are left to chance or determined by individual students' willingness to volunteer.	Teacher uses some strategies to ensure equitable participation among the majority of students (e.g., Accountable Talk, Pair-Share, Sentence Stems, Socratic Seminar, Number Talks, Talk Moves, white boards, choral responses, wait time).	Teacher uses a variety of strategies (e.g., Accountable Talk, Pair-Share, Sentence Stems, Socratic Seminar, Number Talks, Talk Moves, white boards, choral responses, wait time) to ensure equitable participation patterns among all students. Some evidence of established routines is present.	Teacher consistently and intentionally uses a variety of strategies (e.g., Accountable Talk, Pair-Share, Sentence Stems, Socratic Seminar, Number Talks, Talk Moves, white boards, choral responses) to ensure equitable participation patterns among all students.  Evidence of participation routines are present and students support each other with the strategies.	
<b>I.5.2</b> Teachers use structured interactions.	Interactions are unstructured and do not require students to use specific linguistic features. Lesson uses minimal interactions.	Interactions do not require students to use specific linguistic features. Lesson utilizes a few student interactions. Interactions are structured.	Interactions require students to use specific linguistic features. Lesson integrates multiple opportunities for student interactions. Interactions are structured such that students are addressing a clear task.	Interactions are open-ended and require the use of specific linguistic features, which are explicitly shared with students. Lesson integrates multiple and varied opportunities for structured interactions between students. Interactions are clearly defined.	

<p><b>I.5.3 Teacher modifies content and lesson support student learning.</b></p>	<p><b>1</b></p> <p>Teacher does not modify content or lesson to accommodate student needs.</p>	<p><b>2</b></p> <p>Teacher recognizes student needs but rarely modifies content or lesson to accommodate student needs.</p>	<p><b>3</b></p> <p>Teacher modifies content and lesson to accommodate student needs.</p>	<p><b>4</b></p> <p>Teacher effectively modifies content and lesson to accommodate student needs.</p>	<p><b>Notes</b></p>
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# Appendix C. Survey Instruments

## I. Principal Survey

Your response to the following questions provides invaluable feedback on how to improve dual language programs for students in L.A. Unified. Thank you for your time.

### Program Structure

1. Our school offers dual language/bilingual programs in the following language(s):
  - Spanish
  - Korean
  - Mandarin
  - Armenian
  - Arabic
  - French
  - Other: \_\_\_\_\_
2. Our school offers a
  - Dual language two-way immersion program
  - Maintenance bilingual program
  - Transitional bilingual program
  - Foreign language Immersion
  - Other: \_\_\_\_\_
1. Under which model does your school's dual language program(s) operate? Check all that apply.
  - 50:50
  - 70:30
  - 90:10
  - Other: \_\_\_\_\_
2. How does your program(s) alternate the language of instruction between English and the target language?
  - Daily
  - Every other day
  - Every two days
  - Weekly
  - Other: \_\_\_\_\_
3. Describe how the dual language program is configured.

*(Example: Our program uses a team-teaching model in which one teacher delivers instruction in the target language and the other teacher delivers instruction in English. All subjects are taught in both languages and language switches happen every other day. As an example, on Tuesdays and Thursday, math is delivered in English. On Monday, Wednesday, and Friday, math is delivered in Spanish. All electives such as physical education and art are in English.)*

## Principal Beliefs

Please indicate the extent to which you agree with each of the following statements.

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
1. A major goal of the dual language program at my school is to develop English proficiency.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. A major goal of the dual language program at my school is to develop biliteracy and bilingualism.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. A major goal of the dual language program at my school is to reclassify English Learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Staff Quality

Please indicate the extent to which you agree with each of the following statements.

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
1. All dual language classrooms at my school are staffed with qualified teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I am able to attract bilingually certified teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I am able to retain bilingually certified teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Teachers in my dual language program have native-like proficiency in the target language.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. New dual language teachers are mentored.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Teachers have opportunities to visit our dual language schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Teachers follow the language allocation of the program model.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. All staff at my school are advocates of dual language education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Language separation is maintained during instructional time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Professional Development and Supports

Please indicate the extent to which you agree with each of the following statements.

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
1. I receive ongoing training from the district that is related to dual language education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I receive support from the district when faced with an issue at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I receive ongoing training from the district that is related to dual language education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Instructional Materials

Please indicate the extent to which you agree with each of the following statements.

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
1. The dual language program at my school has adequate instructional materials in English.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The dual language program at my school has adequate instructional materials in the target language.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Families

Please indicate the extent to which you agree with each of the following statements.

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
1. Parents play a role in program improvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Parents participate in training to support their children at home in developing the two languages.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Curriculum and Instruction

With your dual language or bilingual program in mind, please indicate the extent to which you agree with each of the following statements.

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
1. Our dual language program addresses English language development standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Our dual language model addresses language standards in the target language.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Our dual language model addresses content standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Curriculum in both languages of instruction are of high quality.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Assessment is consistently conducted in the target language.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Assessment is consistently conducted in English.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The curriculum in our dual language program is coordinated <i>across</i> grade levels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The curriculum in our dual language program is coordinated <i>within</i> grade levels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Programmatic Elements

With your dual language or bilingual program in mind, please indicate the extent to which you agree with each of the following statements.

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
1. My school's dual language program is struggling to serve English learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Dual language teachers have the opportunity to collaborate with non-dual language teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Students in the dual language program have opportunities to interact with other students at the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Our dual language program has a long-term strategic plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Student attrition is of concern in our program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Students stay in the program for at least 6 years.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Program evaluation occurs yearly, at a minimum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Principal Perceptions of Program Effectiveness

To what extent is the dual language program at your school effective for the following groups?

	Not at all	To a small extent	To a moderate extent	To a great extent	N/A
1. Students currently labeled as English learners	<input type="radio"/>				
2. Students labeled as reclassified fluent English proficient	<input type="radio"/>				
3. Native English speakers	<input type="radio"/>				
4. Students with low levels of proficiency in the target language	<input type="radio"/>				
5. Students with high levels of proficiency in the target language	<input type="radio"/>				

What are ways the dual language/bilingual program at your school could be improved?

## Principal Background

- Including this year as one, how many years have you...?
  - Been a principal at this school? \_\_\_\_\_ years
  - Been a principal in L.A. Unified? \_\_\_\_\_ years
  - Been a full-time teacher? \_\_\_\_\_ years
  - Been a full-time teacher in a dual language class? \_\_\_\_\_ years
- Do you have a BCLAD credential? Yes/No
- How do you identify? Check all that apply.
 

<input type="checkbox"/> White (not of Hispanic origin)	<input type="checkbox"/> Pacific Islander
<input type="checkbox"/> Hispanic or Latino/a	<input type="checkbox"/> Native American
<input type="checkbox"/> African-American (not of Hispanic origin)	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Asian	
- How do you identify?
 

<input type="checkbox"/> Female
<input type="checkbox"/> Male
Other: _____

## II. Dual Language Teacher Survey

Your responses to the following questions provide invaluable feedback on how to improve dual language programs for students in L.A. Unified. Thank you for your time.

### Program Structure

1. The target language of my program is...
  - Spanish
  - Korean
  - Mandarin
  - Armenian
  - Arabic
  - French
  - Other: \_\_\_\_\_
  
2. I teach in a...
  - Dual language two-way immersion program
  - Maintenance bilingual program
  - Transitional bilingual program
  - Foreign language Immersion
  - Other: \_\_\_\_\_
  
3. My program model is...
  - 50:50
  - 70:30
  - 90:10
  - Other: \_\_\_\_\_
  
4. My program alternates the language of instruction between English and the target language...
  - Daily
  - Every other day
  - Every two days
  - Weekly
  - Other: \_\_\_\_\_
  
5. Describe your dual language program.

*(Example: Our program uses a team-teaching model in which one teacher delivers instruction in the target language and the other teacher delivers instruction in English. All subjects are taught in both languages and language switches happen every other day. As an example, on Tuesdays and Thursday, math is delivered in English. On Monday, Wednesday, and Friday, math is delivered in Spanish. All electives such as physical education and art are in English.)*

8. What percent of your students receive support in the target language at home? \_\_\_\_\_  
What percent of your students receive support in English at home? \_\_\_\_\_  
What percent of your students receive support in both languages at home? \_\_\_\_\_  
What percent of your students do not receive support in either language at home? \_\_\_\_\_  
(Blanks should add up to 100%)



## Teacher Qualifications, Beliefs, and Practices

Please indicate the extent to which you agree with each of the following statements.

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
1. I have native-like fluency in my program's target language.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Other teachers in my program have native-like fluency in the target language.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. A major goal of the dual language program at my school is to reclassify English Learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. A major goal of the dual language program at my school is to develop English proficiency.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. A major goal of the dual language program at my school is to develop biliteracy and bilingualism.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. A major goal of the dual language program at my school is to develop proficiency in the target language.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I am knowledgeable about second language learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I feel prepared to teach in a dual language or bilingual program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I am knowledgeable about sheltered instruction practices (e.g., visuals, picture walks, graphic organizers).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Leadership

Please indicate the extent to which you agree with each of the following statements.

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
1. My principal is knowledgeable about second language learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. My principal encourages collaboration amongst dual language teachers and non-dual language teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. My principal is an advocate of dual language education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Professional Development

Please indicate the extent to which you agree with each of the following statements.

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
1. I receive <i>ongoing</i> training from the district that is related to dual language education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I receive training from the district that is specific to the target language of my program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. New dual language teachers are mentored.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Our program staff engages in self-reflection to improve program quality.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Curriculum and Instruction

With your *dual language or bilingual program* in mind, please indicate the extent to which you agree with each of the following statements.

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
1. There are adequate opportunities to plan with other dual language teachers in my grade level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. There are adequate opportunities to plan with dual language teachers in different grade levels.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Our dual language model addresses English language development standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Our dual language model addresses language standards in the target language.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Our dual language model addresses content standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Student grouping maximizes opportunities for peer modeling of language.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. English language development is implemented well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Assessment is consistently conducted in the target language.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Assessment is consistently conducted in English.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. The curriculum in our dual language program is coordinated across grade levels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. The curriculum in our dual language program is coordinated within grade levels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Programmatic Elements

With your *dual language or bilingual program* in mind, please indicate the extent to which you agree with each of the following statements.

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
1. My school's dual language program is struggling to serve English learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Students in the dual language program are included in the greater school environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The dual language program at my school meets the needs of English learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Our dual language program promotes equal status of both languages.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Instructional Materials

Please indicate the extent to which you agree with each of the following statements.

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
1. The dual language program at my school has adequate instructional materials in English.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The dual language program at my school has adequate instructional materials in the target language.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Families

Please indicate the extent to which you agree with each of the following statements.

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
1. Parents play a role in program improvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Parents participate in training to support their children at home in developing the two languages.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Teacher Perceptions of Program Effectiveness

To what extent is the dual language program at your school effective for the following groups?

	Not at all	To a small extent	To a moderate extent	To a great extent	N/A
1. Students currently labeled as English learners	<input type="radio"/>				
2. Students labeled as reclassified fluent English proficient	<input type="radio"/>				
3. Native English speakers	<input type="radio"/>				
4. Students with low levels of proficiency in the target language	<input type="radio"/>				
5. Students with high levels of proficiency in the target language	<input type="radio"/>				

In what ways can the dual language/bilingual program at your school be improved or supported?

## Teacher Background

1. Including this year as one, how many years have you...?
  - a. Taught on full-time basis in a regular teaching position? \_\_\_\_\_ years
  - b. Taught in a dual language program? \_\_\_\_\_ years
  - c. Taught at this school? \_\_\_\_\_ years
  - d. Taught in L.A. Unified? \_\_\_\_\_ years
  
2. What are/is your native language(s)? \_\_\_\_\_
  
3. Do you have a BCLAD credential? Yes/No
  
4. What grades do you teach? Mark all that apply.
 

<input type="checkbox"/> ETK	<input type="checkbox"/> 2	<input type="checkbox"/> 6	<input type="checkbox"/> 10
<input type="checkbox"/> TK	<input type="checkbox"/> 3	<input type="checkbox"/> 7	<input type="checkbox"/> 11
<input type="checkbox"/> K	<input type="checkbox"/> 4	<input type="checkbox"/> 8	<input type="checkbox"/> 12
<input type="checkbox"/> 1	<input type="checkbox"/> 5	<input type="checkbox"/> 9	
  
5. How do you identify? Check all that apply.
 

<input type="checkbox"/> White (not of Hispanic origin)	<input type="checkbox"/> Pacific Islander
<input type="checkbox"/> Hispanic or Latino/a	<input type="checkbox"/> Native American
<input type="checkbox"/> African-American (not of Hispanic origin)	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Asian	
  
6. How do you identify?
  - Female
  - Male
  - Other: \_\_\_\_\_

## Appendix D. Additional Tables and Analyses

The following section includes additional tables, analyses, and examples of instructional strategies utilized by teachers observed in the study. These additional materials are intended to provide the reader with more context regarding the degree of District DLE program alignment to our research-based guidelines.

### I. Additional Tables and Analysis

Table D1. presents scores for each instructional practice indicator (15 in total) that are averaged across lessons and are disaggregated by language of instruction.

**Table D1.** Average Scores by Indicator for Observed English and Target Language Lessons (N=140)

Domain	Indicator	Alignment	Average Score	
			English (n=69)	Target Language (n=71)
1	1. Teacher incorporates appropriate separation of languages to promote high levels of language acquisition.	Met	3.88	3.79
	2. Students incorporate appropriate separation of languages when interacting with the teacher.	Met	3.91	3.06
	3. Students incorporate appropriate separation of languages when interacting with other students.	Met	3.84	2.03
2	1. Instruction in one language builds on concepts learned in the other language.	Not Met	1.36	1.69
	2. Teacher provides opportunities for high-quality oral language production.	Met	2.61	2.56
	3. Teacher establishes high expectations.	Met	2.99	2.86
	4. The teacher explicitly states learning objectives, and the lesson addresses the learning objectives.	Met	2.88	2.89
	5. Curriculum incorporates materials and technology to promote learning.	Met	3.30	3.23
	6. Teacher engages students in higher-order thinking.	Met	2.64	2.46
3	1. Teacher explicitly link new concepts to past learning.	Not Met	2.46	2.21
	2. Instruction is culturally sustaining and grounded in students' interests and needs.	Not Met	2.16	2.28
4	1. Teacher uses scaffolding strategies for bilingual learners to facilitate comprehension and promote language and literacy development.	Met	2.94	3.06
	2. Teacher checks for understanding and provides appropriate feedback.	Not Met	2.51	2.56
5	1. Teacher uses a variety of strategies to ensure equitable participation among all students.	Met	2.71	2.56
	2. Teachers use structured interactions.	Not Met	2.33	2.24
	3. Teacher modifies content and lesson support student learning.	Met	2.84	2.77

Source: IAU dual language program study, classroom observation scores (fall 2018)

Table D2. presents percentages and counts of lessons meeting (score of 3 or 4) or not meeting (score of 1 or 2) our research-based guidelines, by indicator.

**Table D2.** Breakdown of Indicator Scores by Not Met (Score 1 or 2) and Met (Score 3 or 4)

	<b>% Guidelines Not Met (Score 1 or 2)</b>	<b>% Guidelines Met (Score 3 or 4)</b>	<b># Guidelines Not Met (Score 1 or 2)</b>	<b># Guidelines Met (Score 3 or 4)</b>
Indicator 1.1	2%	98%	3	137
Indicator 1.2	17%	83%	24	116
Indicator 1.3	36%	64%	51	89
Indicator 2.1	88%	12%	123	17
Indicator 2.2	49%	51%	68	72
Indicator 2.3	23%	77%	32	108
Indicator 2.4	21%	79%	30	110
Indicator 2.5	11%	89%	16	124
Indicator 2.6	44%	56%	62	78
Indicator 3.1	53%	47%	74	66
Indicator 3.2	74%	36%	103	37
Indicator 4.1	16%	84%	23	117
Indicator 4.2	54%	46%	75	65
Indicator 5.1	40%	60%	56	84
Indicator 5.2	66%	34%	92	48
Indicator 5.3	34%	66%	48	92

Source: IAU dual language program study, classroom observation scores (fall 2018)

Table D3. presents percentages that represent the frequency that various instructional practice indicators and instructional strategies were observed across lessons, disaggregated by language of instruction.

**Table D3.** Frequency of Observation Occurrence by Language of Instruction

Lesson Observations	English (69)	Spanish (63)	Korean (8)	Total (140)
Checks for Understanding	87%	86%	75%	86%
Exit Tickets <sup>a</sup>	13%	11%	0%	11%
Tapping Prior Knowledge	57%	46%	63%	52%
Code-switching (CS): Comfort	16%	49%	38%	32%
CS: Behavior Management	0%	6%	0%	3%
CS: Explain Concepts	10%	21%	13%	15%
CS: Explain Instructions	13%	16%	25%	15%
Culturally Sustaining Lesson	0%	10%	0%	4%
Engaging Student Interest	26%	13%	38%	21%
Language Separation Strategies	10%	10%	25%	11%
Language Transfer	17%	17%	0%	16%
Lesson Modifications	29%	21%	25%	25%
Participation Structures	9%	5%	0%	6%
Oral Group Work	93%	95%	100%	94%
Oral Individual Work	99%	100%	100%	99%
Oral Pair Work	71%	60%	75%	66%
Written Group Work	19%	32%	25%	25%
Written Individual Work	74%	76%	63%	74%
Written Pair Work	19%	16%	25%	18%
Scaffolding Strategies	75%	90%	63%	81%
Graphic Organizers	42%	52%	25%	46%
Manipulatives	16%	14%	0%	14%
Sentence Frames	38%	35%	13%	35%
Technology	70%	65%	88%	69%
DOK Level 1	100%	100%	100%	100%
DOK Level 2	77%	70%	50%	72%
DOK Level 3	10%	10%	0%	9%
DOK Level 4	0%	0%	0%	0%

<sup>a</sup> A technique to check what students have learned; before leaving, students give the teacher a “ticket” with an answered question or response to what they learned.

Source: IAU dual language program study, classroom observation notes (fall 2018).

Table D4. presents percentages that represent the frequency that various instructional practice indicators and instructional strategies were observed across lessons, disaggregated by grade level.

**Table D4.** Frequency of Observation Occurrence by Grade

Lesson Observations	Grade K (13)	Grade 1 (15)	Grade 2 (31)	Grade 3 (65)	Grade 4 (12)	Grade 5 (4)	Total (140)
Checks for Understanding	100%	80%	87%	86%	75%	75%	86%
Exit Tickets	15%	13%	10%	12%	0%	25%	11%
Tapping Prior Knowledge	62%	47%	55%	51%	58%	25%	52%
Code-switching (CS): Comfort	38%	40%	29%	31%	33%	25%	32%
CS: Behavior Management	8%	13%	0%	0%	0%	25%	3%
CS: Explain Concepts	0%	7%	23%	14%	25%	25%	15%
CS: Explain Instructions	31%	20%	10%	9%	25%	50%	15%
Culturally Sustaining Lesson	8%	7%	6%	3%	0%	0%	4%
Engaging Student Interest	23%	13%	23%	23%	17%	0%	21%
Language Separation Strategies	23%	0%	6%	12%	17%	0%	11%
Language Transfer	31%	7%	16%	14%	25%	25%	16%
Lesson Modifications	23%	33%	26%	23%	33%	0%	25%
Participation Structures	8%	13%	0%	6%	8%	25%	6%
Oral Group Work	100%	100%	97%	89%	100%	100%	94%
Oral Individual Work	46%	87%	77%	58%	83%	50%	99%
Oral Pair Work	92%	100%	100%	100%	100%	100%	66%
Written Group Work	38%	0%	26%	23%	50%	25%	25%
Written Individual Work	62%	53%	81%	75%	83%	100%	74%
Written Pair Work	15%	33%	13%	17%	25%	0%	18%
Scaffolding Strategies	85%	80%	87%	82%	92%	0%	81%
Graphic Organizers	31%	40%	58%	43%	58%	25%	46%
Manipulatives	23%	27%	19%	9%	8%	0%	14%
Sentence Frames	15%	47%	45%	35%	17%	25%	35%
Technology	69%	53%	58%	74%	92%	50%	69%
DOK Level 1	100%	100%	100%	100%	100%	100%	100%
DOK Level 2	23%	80%	74%	75%	92%	75%	72%
DOK Level 3	0%	13%	6%	11%	8%	25%	9%
DOK Level 4	0%	0%	0%	0%	0%	0%	0%

<sup>a</sup> A technique to check what students have learned; before leaving, students give the teacher a “ticket” with an answered question or response to what they learned.

Source: IAU dual language program study, classroom observation notes (fall 2018).

Table D5. presents the percentages of classrooms with libraries that were English-dominant, that equally represented both English and the target language, or that were target language-dominant. The information is further disaggregated by language of instruction.

**Table D5.** Classroom Library Distribution by Language Equality by Language of Instruction

Language	More English Books	Equal Books	More Target Language Books
English	47%	48%	5%
Korean	50%	50%	0%
Spanish	30%	43%	28%
Total	39%	46%	15%

Source: IAU dual language program study, classroom observation notes (fall 2018)

Table D6. presents the percentages of classrooms with wall space that was English-dominant, that equally represented both English and the target language, or that was target language-dominant. The information is further disaggregated by grade level.

**Table D6.** Wall Space Distributed by Language Equality by Grade

Grade	More English Materials	Equal Materials	More Target Language Materials
K	31%	62%	8%
1	0%	54%	46%
2	32%	52%	16%
3	41%	42%	17%
4	58%	42%	0%
5	33%	33%	33%
Total	35%	47%	18%

Source: IAU dual language program study, classroom observation notes (fall 2018)

Table D7. presents the percentages of classrooms that displayed student work predominantly in English, equally in English and the target language, or predominantly in the target language. The information is further disaggregated by grade level.

**Table D7.** Student Work Displayed by Language Equality by Grade

Grade	More English Materials	Equal Materials	More Target Language Materials	None
K	31%	62%	8%	0%
1	0%	69%	31%	0%
2	39%	52%	10%	0%
3	28%	47%	16%	9%
4	42%	25%	33%	0%
5	0%	33%	33%	33%

Total	28%	49%	17%	6%
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Source: IAU dual language program study, classroom observation notes (fall 2018)

## II. Language Separation Strategies

To remedy weaker language separation in student-to-student interactions, some teachers utilized strong techniques (Table D8). In 11% of the observed lessons, teachers utilized specific language separation strategies to indicate that the class should switch into a different language. Examples observed included physical indicators, gestures, and music and dance. The most commonly observed strategy was teachers asking students to “change the channel” to the other language with a gesture.

**Table D8.** Examples of Language Separation Strategies in L.A. Unified Dual Language Classrooms

Strategy	Example
Physical Object	<ul style="list-style-type: none"> <li>The teacher flipped the sign on the whiteboard to say Korean.</li> <li>The teacher used a blue piece of paper to signal the lesson was in English (red for Spanish).</li> <li>Teacher asked students to turn their pencil box around (shows their name in Korean).</li> <li>Teacher said, “Now it is English time. Please turn your pencil box around.” One student ran to the back of the room and switched the Korean flag to the US flag.</li> <li>Teacher said, “Ok. Now that I don’t have my apron on, what language are we going to be speaking?” Students replied, “English.”</li> </ul>
Gestures	<ul style="list-style-type: none"> <li>Teacher said, “Hola chicos vamos a prender lo espanol.” Students “clicked” chorally and made hand gestures to show they were switching to the Spanish channel.</li> <li>Teacher said, “Estudiantes, pónganse sus gorras de Español.”</li> </ul>
Music and Dance	<ul style="list-style-type: none"> <li>Between lessons, teacher played “Go Noodle” for students to get energy out. Students danced to song “Cerebro” with Spanish lyrics.</li> <li>Teacher said, “Now we are going to transition to English.” Students got up, walked around and sang a song.</li> <li>Teacher asked students to put on their “English hats” and they sang the alphabet in English.</li> </ul>

Source: IAU dual language program study, classroom observation notes (fall 2018)

## III. Code-switching

Code-switching, or switching between two or more languages, is one of many assets available to bilingual speakers. However, in dual language (DL) classrooms, our research-based guidelines suggest that time spent teaching and learning in each language should be solely dedicated to that language, with little switching back and forth between languages.

Code-switching can occur for several reasons in a DL classroom. We examined four reasons why students or teachers might code-switch during our classroom observations: comfort in the other language, to manage behavior, to explain concepts, or to explain instructions. In general, code-switching occurred more frequently in target language lessons than English lessons (Table D9).

**Table D9.** Code-switching in Observed Dual Language Lessons by Language of Instruction (N=140)

Reason for Code-switching	English (69)	Korean (8)	Spanish (63)	Total (140)
Comfort	16%	38%	49%	32%
Explain Concepts	10%	13%	21%	15%
Explain Instructions	13%	25%	16%	15%
Behavior Management	0%	0%	6%	3%

Source: IAU dual language program study, classroom observation notes (fall 2018)

The most common reason observers saw code-switching occur was for comfort (observed in 32% of classrooms). This form of code-switching occurred when students were more comfortable speaking to peers or answering questions in the language not currently targeted in that lesson.

Code-switching for comfort was more common in Spanish lessons than English or Korean lessons. Forty-nine percent of observed Spanish lessons had this form of code-switching. Code-switching for comfort was less common in English lessons (observed in 16% of English lessons).

Code-switching was more common in the lower grades than the upper grades observed. This may indicate that as students become more fluent in both languages, they are more capable of conversing in the language of the lesson and do not have to code-switch as much as when they were younger.

Fifteen percent of lessons observed had code-switching in order to explain a concept, such as defining a word or phrase. This was more common in Spanish lessons (21% of lessons observed) than English or Korean lessons.

Equally observed (15% of lessons) was code-switching to explain or clarify instructions. This was more common in Korean lessons (25% of lessons observed) than English or Spanish lessons.

We least often observed code-switching in order to manage student behavior, which occurred in only 3% of all lessons. This was only observed in Spanish lessons (6% of Spanish lessons) where teachers switched into English to manage behavior. The fact that code-switching to manage behavior was so rarely observed is positive and indicates that teachers are good at deliberately using language and acting as linguistic role models.

### Examples of Code Switching

#### Code switching to *explain concepts*:

The teacher asked the students, “Think of a real-world application of arrays. Por ejemplo, cuando abren un cartón de huevos. Cómo están los huevos organizados? That is a real-world application.”

-English class, 2nd grade

#### Code switching to *explain instructions*:

The teacher asked, “Which black cards do you need to use? Did I say 두 or 누?”

-Korean class, 1st/2nd grade combo

#### Code switching for *behavior management*:

A student starts pulling a beanie over their head. The teacher says, “Hey, I need you to stop that.”

-Spanish class, 1st grade

A 2016 study on two-way DLE programs at a large public school district found strong adherence to language separation among teachers, regardless of the language of instruction, which aligned with what we observed in District classrooms. However, the study also found that adherence to language separation standards was weak to moderate among students when the language of instruction was not English, which also aligned to what we found in our lesson observations.<sup>15</sup>

Since most code-switching occurred when students switched from the target language into English, we examined whether this was due to an unequal distribution of native Spanish/Korean speakers and native English speakers in the DL classrooms. However, 36% of the students in the classrooms observed were ELs and 31% were English-only speakers. An additional 26% were RFEP students. DL two-way immersion classrooms can be comprised of up to two-thirds of speakers of one language. Given these numbers, the code-switching was not likely due to unequal numbers of native and non-native speakers.

Given that a quarter of students in observed classrooms were RFEP students, it may be that RFEP students prioritized English over their native language, which is why the observed code-switching trended towards English. However, we also found this type of code-switching in classrooms where most enrolled students were ELs. Even though Spanish was their native language, these students would code-switch into English during targeted Spanish lessons.

These findings suggest that students were more comfortable interacting in English rather than their program's target language. Students of all language backgrounds (EL, RFEP, IFEP, or EO) seemed to prefer English, with few exceptions.<sup>16</sup> Both classrooms that did and did not meet composition guidelines regarding language backgrounds appear to have struggled to keep student dialogue in the target language. This may be indicative that students were prioritizing English over the target language, no matter their native language or fluency level. If this is true, then ensuring that instruction is culturally sustaining (see Connections, Domain 3) is integral to strengthening DLE programs in L.A. Unified and promoting equal prioritization of both languages in DLE programs in L.A. Unified.

## **IV. Scaffolding**

Over 80% of lessons observed utilized some form of scaffolding to assist students in learning, including: modeling, use of technology, graphic organizers, sentence frames, and manipulatives.

While we observed scaffolding strategies such as modeling or hand gestures frequently across grades and languages, they were more likely when teaching occurred in the target language (87% of the time) than in English (75% of the time). Technology was one of the most common scaffolding strategies (such as using a projector to show student work), utilized in 69% of classrooms. This strategy was more commonly observed in Korean lessons (88%) and least commonly observed in Spanish lessons (65%).

Almost half of lessons observed (46%) used graphic organizers to scaffold lessons. This was slightly more common in target language lessons (49%) than English lessons (42%). Thirty-five percent of lessons observed used sentence frames and this was slightly more likely to be used in English lessons (38%) than target language lessons (32%).

The least used scaffolding strategy observed was manipulatives (14% of all lessons observed). No Korean lessons observed used manipulatives. We also observed manipulatives less frequently in the upper grades, which is not uncommon.<sup>17</sup> Twenty-three percent of lessons in kindergarten through second grade used manipulatives compared to six percent of lessons in third through fifth grade. However, this does not mean that older elementary school students do not benefit from manipulatives and they can be used as an additional tool to differentiate entry points for the lesson content.

### Examples of Sentence Frames: One Common Scaffolding Strategy

The sentence frame on the page was, "I think that John Legend showed growth mindset \_\_\_\_\_."

*-English class, 5<sup>th</sup> grade*

The teacher passed out a worksheet with sentence frames and questions. The first sentence frame was, "Yo creo que el lobo es un animal \_\_\_\_\_. Cómo encontré mi evidencia."

*-Spanish class, 3<sup>rd</sup> grade*

**The following example also utilizes the *Think-Pair-Share* strategy:**

Students engaged in a think-pair-share on the rug and were reminded to use the sentence frame, "Yo creo que predecires \_\_\_\_\_."

*-Spanish class, 1<sup>st</sup>/2<sup>nd</sup> grade combo*

## Notes and References

- <sup>1</sup> Enrollment percentage calculated using District administrative data (Focus) pulled February 2019 and data from the MMED dashboard.
- <sup>2</sup> Onwuegbuzie, A. J., & Leech, N. L. (2007). Sampling designs in qualitative research: Making the sampling process more public. *The Qualitative Report*, 12(2), 238-254.
- <sup>3</sup> Patton, M. Q. (2014). *Qualitative research & evaluation methods integrating theory and practice* (Fourth Edition), Sage Publications, Thousand Oaks, CA.
- <sup>4</sup> There was one exception where we observed two Spanish lessons and no English lessons due to program availability.
- <sup>5</sup> Ganon, S., Le, Q.T., and Wise, B. (2018). *Teacher and principal survey results from dual language and dual language programs*. Independent Analysis Unit. Retrieved from [laschoolboard.org/node/2364](https://laschoolboard.org/node/2364)
- <sup>6</sup> Cognitive interviews, a critical step in the survey design process, were conducted with dual language teachers in Spanish and Korean programs to ensure the comprehensibility and validity of survey items.
- <sup>7</sup> Results as of June 27, 2018
- <sup>8</sup> To maintain complete confidentiality, no identifiers were used on staff who filled out the IAU survey. We are therefore unable to eliminate any duplicative responses but based on the data do not believe that duplicates are an issue.
- <sup>9</sup> Nulty, D. (2008). *The adequacy of response rates to online and paper surveys: what can be done? Assessment and Evaluation in Higher Education*. Retrieved from <https://www.uaf.edu/files/uafgov/fsadmin-nulty5-19-10.pdf>
- <sup>10</sup> California Department of Education, Educational Demographics Office. Downloadable files are located at: <http://www.cde.ca.gov/ds/sd/df/>
- <sup>11</sup> Source: My Team, January 2019
- <sup>12</sup> District administrative data (Focus), February 2019
- <sup>13</sup> Douglas, K. (2009). Sharpening Our Focus in Measuring Classroom Instruction. *Educational Researcher*, 38(7), pp. 518-521.
- <sup>14</sup> This rubric was designed using two main sources: 1.) Center for Applied Linguistics' Guiding Principles for Dual Language Education and 2.) Center for Equity for English Learners' Observation Protocol for Academic Literacies.
- <sup>15</sup> Li et al. (2016). Teaching Practices and Languages Use in Two-Way Dual Language Immersion Programs in a Large Public School District. *International Multilingual Research Journal*.
- <sup>16</sup> For example, the sole lesson conducted in English that did not meet language separation guidelines for Indicator 1.3 was a one-way Spanish immersion classroom in which 87% of students were English learners.
- <sup>17</sup> Goldsby, D. (2009). Research summary: Manipulatives in middle grades mathematics. *AMLE*. Retrieved from [www.amle.org/TabId/270/ArtMID/888/ArticleID/325/Research-Summary-Manipulatives-in-Middle-Grades-Mathematics.aspx](http://www.amle.org/TabId/270/ArtMID/888/ArticleID/325/Research-Summary-Manipulatives-in-Middle-Grades-Mathematics.aspx)