



Focus Group or Interview Protocols

Gathering information and perspectives from diverse constituencies related to how they are experiencing the policies, programs and practices implemented in the school.



Focus Group or Interview Protocols

Introduction

Gathering information and perspectives from diverse constituencies related to how they are experiencing the policies, programs and practices implemented in the school will inform the MLL/ELL Program Quality Review process and scoring. The information gathered through focus groups or interviews will also help the community understand the hopes and aspiration of the diverse constituencies as improvement plans are developed to meet identified needs. Enclosed are initial sets of questions designed for diverse constituencies related to effective policies, programs and/or practices for MLLs/ELLs. These questions can be used with focus groups or for individual interviews. Please feel free to adapt or add questions to meet the needs of your community and the MLL/ELL Program Quality Review. To save time and create opportunity for conversations related to the MLL/ELL program quality, the use of focus groups is encouraged.

Enclosed are protocols for engaging students, parents, teachers and school administrators. In each protocol there is an introduction to the process and its purpose within the MLL/ELL Program Quality review. The inquiry is designed to start with an open-ended question that has several follow-up questions to prompt discussion. Each open-ended question has links to the Tenets and Pillars and will help the review teams gather data to inform their scoring of indicators, pillars and tenets.

After each protocol is a sign-in sheet for the group. For School Administrators there is an optional School Administrator Background Survey that can be used to inform the District/RBERN of needs.

Tools:

- **Student Focus Group Protocol Form**
- **Parent Focus Group Protocol Form**
- **Teacher Focus Group Protocol Form**
- **School Administrator Focus Group Protocol Form**

MLL/ELL Program Quality Review

Student Focus Group Protocol

Interviewer:

Consider the information secured from visits, documents reviewed and observations before using the protocol. Think about the questions you need to ask to fill in gaps or confirm findings from other sources. Select from the questions below those that will help you complete a comprehensive review. Add questions as needed. Please note that the numbered questions are the lead questions. The lettered questions can be used to follow-up or to prompt discussion to secure a more comprehensive response.

Introduction

Thanks again for taking the time to speak with us today. Before we start, we'd like to provide a little background on our work and answer any questions you might have.

As you may have already heard, (school) _____ is trying to strengthen its services to the school's many Multilingual Learners/English Language Learners (MLLs/ELLs). In particular, this process involves engaging educators and the community to understand the quality of MLL/ELL programs. The district will then develop and implement a *Schoolwide Improvement Plan for MLL/ELL Success* informed by the findings.

As part of this effort, we are conducting focus groups with teachers, students, and parents. We want to get your perspective on what *each of you* believes is working well in the school, and what needs to be strengthened. We'd like to hear your thoughts on what supports and opportunities you believe are needed to strengthen how you learn. It's very important that we hear from you directly!

Also, this is *not* an evaluation of any individual. These focus groups are part of a much larger effort of collecting and analyzing data from many sources to create a composite picture of strengths to leverage, key challenges to address, and improvement strategies to prioritize.

Everything you say here will be kept **confidential and anonymous**. There are several focus groups taking place, and the notes from these will be put together and studied for emerging needs and identified strengths. Also, your participation is *voluntary*, and you can pass on any question that we ask. Participating or not participating will not affect your grades in any way.

Do you have any questions about this process before we begin?

Let's start this focus group with a round robin. A round robin is an engagement strategy that requires all participants to speak. They respond to a question asked by the focus group leader and respond in turn so that each person has a chance to answer the question.

Today's round robin question is:

What do you hope to do after you graduate from high school?

A. School Climate and Social Emotional Support

Let's talk a little bit about your experiences in school.

1. How long have you been enrolled in this school? In this district?
2. What are the main things you like about your school? What are some things that you would like to see changed about your school?
3. Can you give some **examples** of when adults at school have helped you? Are there times when you feel like you did not receive the help that you needed?
4. How **comfortable** do you feel **asking your teachers questions**?
 - a. Can you give any **examples** of what they say or do when you or other students ask questions?
5. Do you feel like **your teachers** are **respectful** if you make **mistakes with English**?
 - a. Can you give any **examples** of what they say or do?
6. Do you feel like **other students** in your classes are **respectful** if you make **mistakes with English**?
 - a. Can you give any **examples** of what they say or do?
7. What information have you received related to attendance requirements, grading policies, and grade promotion? (For Elementary Students)
8. What information have you received related to attendance requirements, grading policies, grade promotion and graduation requirements? (For middle and high school Students)

9. For example, let's discuss the attendance policy. (Probe to determine how many students understand the attendance policy).
 1. What do you need to do when you are absent?
 2. What can happen if you are absent without an excusable absence?
 3. What is your understanding of the school's excusable absence policy?

A "home language" is the language that someone usually speaks at home with their family, and is often the one they first learned as a child. For example, my home language is [XX] because that's what I speak with my children/spoke with my family when I was a kid, but my friend [BB]'s home language is [YY] because that's what s/he speaks at home. What is your home language? Let's talk a little about how you use that language at school.

10. Can you tell me any **languages that you speak at home**, other than English?
11. Are there any of your **teachers who use your home language in class**, or who encourage **students to use your home language** in class or on homework assignments?
12. How do adults at your school react when you speak a language other than English? Explain **why** you gave that answer.
 1. Can you give any **examples** of what adults say?
 2. Are these **adults who speak your language also**, or adults who **only speak English**, or both?
 3. Does this occur **in class or outside of class**?
13. Do **other students** ever make you feel **uncomfortable** about **speaking a language other than English** at this school? Explain why you gave that answer.
 1. Can you give any **examples** of what other students say?
 2. Are these students who **speak your home language also**, or students who **only speak English**, or both?
 3. Does this occur **in class or outside of class**?

B. Academic Classes

Now I would like to ask you some questions about the academic classes you take at this school.

1. Which classes do you find the most **challenging**, and why?
2. Which classes are the **easiest** for you, and why?
3. When something is difficult for you in your classes, do you reach out for help? If so, **who do you go to for help?**
4. What type of **activities or tasks** (lectures, small group discussions, open ended questions, projects, etc.) help you learn?
5. How often do you have **academic discussions** in class **with the teacher?** How about **with other students?** How does the teacher organize these types of discussions?
6. What support does the school/teachers offer for students who need help? (Summer school, after school tutoring, before school, Saturday school, etc.)
7. Do your teachers know about your home culture?
8. What more should the school/teachers do to help you succeed?

C. English Language Development

I would like to ask you some questions about your experience learning English at this school.

1. What has been **challenging** about learning English at this school?
2. Who are the **people** at your school who help you learn English?
3. [IF RELEVANT] How **helpful** is your **ENL class** in preparing you for what you will learn in your other courses like English Language Arts, Math, History, or Science?
 1. Explain **why** you gave that answer.
4. Are there are times when you feel like **don't understand** what is going on **in class** because **you don't understand the English** people are using?
 1. **What do you do?**

2. **What does the school/teachers do to support you as you learn English?**

D. Course Selection and College Planning (secondary school only)

We are interested in how students choose their classes—how they know what classes to sign up for next semester or next year.

1. What is the process for selecting your classes? (Possible follow-up questions below)
 - a. How do you know what classes to take?
 - b. **Who** do you talk to about it?
 - c. **How often** do you get to talk about classes with an adult at your school?
 - d. Do you talk about what classes you need to take to graduate?
 - e. Do you talk about what classes you need to prepare you for college or to pursue your career goals?

We are also interested in students' plans for after high school, and how they prepare for college or career.

2. What help is available for applying to college or seeking employment after graduation at this school? (Follow-up questions below)
 - a. **Who do you talk to** about your plans for after high school?
 - b. What do you know about the **requirements for graduation**?
 - c. What do you know about what you need to do to **qualify** for college?
 - d. **Who can you talk to** at your school about the process of **applying to college** or **finding a job** after high school?
 - e. **What** do you think the teachers and administrators at this school expect you to do after you graduate from high school?
 - f. Do you feel like you will be prepared for college or a skilled job after you graduate from this high school? Why?

E. Extracurricular Involvement

I want to hear about how you spend time in school when you are not in class (e.g., clubs, sports, etc.).

1. **What activities** do you take part in at school when you are not in classes (afterschool and summer)?
2. **How** do you **choose** the activities you are involved in?
3. How do you feel you have **benefitted** from these activities?

F. Closing

To close, is there anything else about your school or your experiences that you'd like to talk about?

Thank you for sharing your thoughts with us today! You have each been extremely valuable in helping us understand more about the school.

MLL/ELL Program Quality Review Student Focus Group Sign-In Sheet

School:	Interviewer:
Date:	Time:

Name	Permission sheet (Y/N)	Grade Level
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MLL/ELL Program Quality Review Parent Focus Group Protocol

Interviewer:

Consider the information secured from visits, documents reviewed, and observations before using the protocol. Think about the questions you need to ask to fill in gaps or confirm findings from other sources. Select from the questions below those that will help you complete a comprehensive review. Add questions as needed. Please note that the numbered questions are the lead questions. The lettered questions can be used to follow-up or to prompt discussion to secure a more comprehensive response.

Introduction

Thanks again for taking the time to speak with us today. Before we start, we'd like to provide a little background on our work and answer any questions you might have. As you may have already heard, (school) _____ is undertaking a MLL/ELL Program Quality Review to strengthen its capacity to better serve the school's many Multilingual Learners/English Language Learners (MLLs/ELLs). In particular, the process involves engaging educators and the community to understand MLL/ELL Program Quality. The district will then develop and implement a *Schoolwide Improvement Plan for ELL/MLL Success* informed by the findings.

As part of this effort, we are conducting focus groups with teachers, students, and parents. We want to get your perspective on what *each of you* believes is working well in the school, and what needs to be strengthened. We'd like to hear your thoughts on what supports and opportunities you believe are needed to strengthen teaching and learning for MLLs/ELLs. It's very important that we hear from you directly!

Also, this is *not* an evaluation of the school or any individual. These focus groups are part of a much larger effort of collecting and analyzing data from many sources to create a composite picture of strengths to leverage, key challenges to address, and improvement strategies to prioritize.

Everything you say here will be kept **confidential and anonymous**. There are several focus groups taking place, and the notes from these will be aggregated and studied for emerging

patterns of needs and identified strengths. Also, your participation is *voluntary*, and you can pass on any question that we ask.

Recording

If you don't mind, we'd like to audio-record this focus group simply for note-taking purposes. No one outside of our team will hear the tape; it will just help us to check our notes. If you'd like us to turn off the recorder at any point, just let us know.

Is each of you okay with this? [Ensure everyone verbally consents.]

Do you have any questions before we begin?

A. Parent Aspirations

Let's start by introducing ourselves. Please state your name and your aspirations for your child. We would like to hear from each parent a response to the following question:

What are your aspirations for your child upon graduation?

B. Parents' Observations About the School

As I mentioned, our primary purpose of the focus group is to learn about how your child's school creates a learning environment that meets his or her needs.

1. Thinking back to when you were first enrolling your child in school, **how did you choose** his/her school?
 - a. Where did you go to enroll your child?
 - b. What **information did you receive** from the district or school, if any, to help you make the decision? [Probe for any information about academic and language development programs offered at school, the curriculum offered, home language support, bilingual programs, etc.]
 - c. If you received information, **how was that information communicated** to you? [Probe for information about meetings or informational resources, whether communications and informational materials were in their home language, etc.]
2. What information have you received related to attendance requirements, grading policies, grade promotion and graduation requirements?

3. For example, let's discuss the attendance policy. (Probe to determine how many parents understand the attendance policy.)
 - a. What do you need to do when your child is absent?
 - b. What can happen if your child is absent without an excusable absence?
 - c. Have you been clearly informed regarding the difference between an excusable and an inexcusable absence?
4. How would you describe your experience with the staff at this school, for example the principal and teachers?
5. In what ways is the school **helping your child learn English**?
 - a. Do you know what your child's progress in English is? If so, how?
 - b. How **satisfied** are you with your child's progress in English at this school?
6. In what ways is the school **helping your child learn academic subjects (math, science, social studies...)**?
 - a. Do you know what your child's progress in academic subjects is? If so, how?
 - b. How **satisfied** are you with your child's progress in academic at this school?
7. How does the school **principal** help your child's education? What does the principal say the school is doing to help your child or MLLs/ELLs?
8. What kinds of student **supports** are available to help your child meet standards, class/course requirements, and be college and career ready?
 - a. How about regarding supports for success in subject matter classes and meeting graduation requirements?
 - b. How about extended time supports? Afterschool, summer school, ESL/ENL classes, tutoring, internships, mentoring...
 - c. How about social emotional supports, such as counseling and referral to community services?
9. **What kind of efforts does the school make to acknowledge and build on your home/community culture(s) and language(s)?**

C. Parent Engagement

Now I would like to talk about your involvement with the school.

1. What kinds of student **supports** are available to help your child meet standards, class/course requirements, and be college and career ready?
2. Can you talk about any ways that parents **have a say** in what happens at the school? [Probe for: School Site Council, PTA, etc.]
 - a. How does the school **encourage** ELL/MLL parents to be involved?
 - b. In what ways are you **involved** in the education of your children at his/her school? Please explain.
 - c. Please describe any **challenges** in becoming involved in the education of your child?
3. How does the school/district **communicate** with you (e.g., letters, emails, in-person, etc.)?
 - a. In what **language** does the school/district typically communicate with parents?
4. Please describe your level of participation in parent **programs** offered at this school (e.g., outreach programs, parent classes, language classes)?
 - a. [If yes, probe for] **programs** you participate in that are designed to help you understand how to **assist your child to learn and graduate**.
 - b. [If yes, probe for] programs that are designed to help you plan with your child for college application, financial supports, entrance and success.
 - c. [Probe] To what extent do you think these programs are **helpful**?

D. Student Experiences

We now want to talk about what would make your child's learning experiences better.

1. What helps your child be more successful in class/school?
2. What do you think (school)_____ should offer ELLs to support their success with academic subjects or language development that it is currently not offering?

3. What type of programs for ELLs would you like to see at your child's school? Bilingual Education (Transitional Bilingual/Dual Language) English as a New Language (ENL)?*
4. What type of supports to parents of ELLs/MLLs should (school)_____ be offering?

E. Closing

To close, is there anything else you'd like to tell me about this school, or your children's learning?

Thank you for sharing your thoughts with us today! You have each been extremely valuable in helping us understand more about the school.

MLL/ELL Program Quality Review Parent Focus Group Sign-in Sheet

School:	Interviewer:
Date:	Time:

Name	Grades Your Children Attend
1	
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Please total the number of parent participants. _____

MLL/ELL Program Quality Review

Teacher Focus Group Protocol

Interviewer:

Consider the information secured from visits, documents reviewed and observations before using the protocol. Think about the questions you need to ask to fill in gaps or confirm findings from other sources. Select from the questions below those that will help you complete a comprehensive review. Add questions as needed. Please note that the numbered questions are the lead questions. The lettered questions can be used to follow-up or to prompt discussion to secure a more comprehensive response.

Introduction

Thanks again for taking the time to speak with us today. Before we start, we'd like to provide a little background on our work and answer any questions you might have.

As you may have already heard, _____ is undertaking a school wide effort to strengthen its capacity to better serve the School's many Multilingual Learners (MLLs)/English Language Learners (ELLs). In particular, the process involves engaging educators and the community in conversations related to the school's program quality for MLLs/ELLs.

As part of this effort, we are conducting focus groups with teachers, students, and parents. We want to get your perspective on what *each of you* believes is working well in the school, and what needs to be strengthened. In particular, we'd like to hear your thoughts on what opportunities and supports you believe are needed to strengthen teaching and learning for MLLs/ELLs. It's very important that we hear from you directly!

Also, this is *not* an evaluation of the school or any individual. These focus groups are part of a much larger effort of collecting and analyzing data from many sources to create a composite picture of strengths to leverage, key challenges to address, and improvement strategies to prioritize to increase the quality of practices and services for MLLs/ELLs.

Everything you say here will be kept **confidential and anonymous**. There are several focus groups taking place, and the notes from these will be aggregated and studied for emerging patterns of needs and identified strengths. Also, your participation is *voluntary*, and you can pass on any question that we ask.

Recording

If you don't mind, we'd like to audio-record this focus group simply for note-taking purposes. No one outside of our team will hear the tape; it will just help us to check our notes. If you'd like us to turn off the recorder at any point, just let us know.

Is each of you okay with this? [Ensure everyone verbally consents.]

Do you have any questions before we begin?

(Focus Group should take 45-60 minutes)

A. Instruction & Assessment

Our primary focus is to learn about how (School)_____ creates a learning environment that supports English language learners'/ Multilingual learners' development of deep and generative academic practices (explain). Let's begin with questions about your classroom practices.

1. Can you tell me a bit about the students in your classes? For example, describe the cultures represented, the levels of prior education, and the language backgrounds.
2. I'd like to get a better sense of how you address the instructional needs of the MLL/ELL students in your classes.
 - a. Can you tell us about your approach to teaching MLLs/ELLs? [Encourage them to describe their practice.]
 1. To what extent do you integrate content-specific language development within content-area instruction? What does that look like?
 2. How do you develop units and lesson plans? (If project-based learning or cross-curricular/interdisciplinary tasks/projects come up, follow up.)
 3. *How do you go about deciding what you'll teach and how you'll teach it?* Is there a specific approach you are expected to use for serving ELL students? (e.g., use of native language, planned scaffolds, productive group work, pairing with more English-proficient peers, etc.)?
 - b. What role if any do the ELP Standards play in your teaching?
 1. How familiar are you with them?

2. How do you use them to plan instruction or place students?
- c. To what extent are MLLs/ELLs at your school provided instruction that is aligned to the NYS Next Generation English Language Arts and Math Learning Standards, NYS P-12 Science Learning Standards, NYS Learning Standards for Social Studies, NYS K-12 Social Studies Framework, NYS Prekindergarten Foundation for the Common Core, NYS Bilingual Common Core Progressions?
 1. What do you think is necessary to help your MLLs/ELLs be successful in content aligned to these new standards?
- d. Describe how you/your school group students of different English language proficiency levels and for what purposes.
 1. How do you encourage MLL/ELL participation and learning in group work and discussions?
 2. How do you structure these interactions?
- e. How are students' home languages used in class, or on homework assignments, if they are at all?
- f. How do you assess students' progress in your class?
 1. How do you respond to emerging evidence of student learning while teaching?
 2. What evidence do you use to assess the effectiveness of your strategies and the quality of your program for MLLs/ELLs?
- g. What challenges, if any, do you face with regard to improving academic outcomes of your MLL/ELL students?

B. Instructional Leadership & Professional Learning Opportunities and Needs

Now we'd like to ask you some questions related to leadership support for quality teaching and learning, as well as opportunities for professional learning.

1. How does school leadership support quality education for MLLs/ELLs?
2. How does district leadership support quality education for MLLs/ELLs?
3. What are the strengths of the academic programs that serve MLLs/ELLs at this school?

- a. What practices in your school do you believe are effective in helping MLLs/ELLs develop linguistically and academically?
4. What practices in your school do you believe may need to change in order for MLLs/ELLs to grow linguistically, and academically?
5. What support for your professional practice with MLLs/ELLs would you like?
 - a. If you could change one thing about how (school)_____ supports teachers to be more effective in helping their MLLs/ELLs to learn, what would that be?
6. Do ENL teachers collaborate with content area teachers? When and how?
 - a. To what extent do you find collaborations useful? Why?
 - b. [Probe for collaboration around creating interdisciplinary tasks/projects].
7. What kind of academic supports are available at your school to help MLL/ELL students succeed (e.g., tutoring, after-school programs, wraparound services, college/career counseling)?
 - a. To what extent do you perceive these supports to be effective?
 - b. What are the structures at your school that contribute your MLLs'/ELLs' high levels of achievement? [Probe for details.]
 - c. Do you have an extended school day? If so, what do students do during the additional time? [Probe for details.]
 - d. Is there an advisory period? If so, what do teachers do during that time? [Probe for details.]
 - e. What kind of social and emotional supports are available at your school to help MLL/ELL students succeed (e.g. bilingual counseling, SEL programs)?
 - f. To what extent do you perceive these student supports to be effective?
 - g. What kind of efforts do you or other staff at the school make to acknowledge cultural backgrounds of MLLs/ELLs and their parents?

C. Accessing Resources

What are resources outside of your school that you leverage to support MLLs/ELLs? [Probe for the following]:

- district resources (fiscal and human) to support MLLs/ELLs
- district departments to support integrated literacy/language/content learning
- district departments to support the social and emotional needs of MLLs/ELLs
- district departments to support the needs of parents of MLLs/ELLs
- external to the district such as Foundations, Community Based Organizations, and Institutions of Higher Education to prepare MLLs/ELLs for college and careers
- district professional development offerings to build capacity to support MLLs/ELLs

D. Closing

Is there anything else about your school, district, or your own MLL/ELL practices, that you believe is important to mention?

Thank you for sharing your thoughts with us today! You have each been extremely valuable in helping us understand more about your school.

MLL/ELL Program Quality Review Teacher Focus Group Sign-In Sheet

School:	Interviewer:
Date:	Time:

Name	Grade Level/Subject Area
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MLL/ELL Program Quality Review School Administrator Focus Group or Interview Protocol

Interviewer:

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Introduction

Thanks again for taking the time to speak with us today. Before we start, we'd like to provide a little background on our work and answer any questions you might have.

As you may have already heard, (school)_____ is undertaking a systemwide effort to strengthen its capacity to better serve the school's many Multilingual Learners/English Language Learners (MLLs/ELLs). In particular, we want to engage educators and the community in order to better understand the quality of the school's MLL/ELL programs. This process will then help in the development and implementation of a *Schoolwide Improvement Plan for MLL/ELL Success* informed by the findings.

As part of this effort, we are conducting focus groups with teachers, students, and parents. We want to hear and understand what *each of you* believes is working well in the district, and what needs to be strengthened. We'd like to hear your thoughts on what supports and opportunities you believe are needed to strengthen teaching and learning for MLLs/ELLs. It's very important that we hear from you directly!

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Our primary focus is to learn about how the school creates a learning environment that supports Multilingual Learner/English Language Learner development of deep and generative academic practices that strengthen students' college, career and civic readiness. Let's begin with questions about your school's practices to support MLLs/ELLs. Do you have any questions for us before we begin?

A. School Features

I would like to start by asking you some questions to get a better understanding of the school as a whole.

1. What is your school's vision for MLLs/ELLs?
2. Can you describe your school's **approach to MLL/ELL instruction**?
 - a. What **drives and informs** your instructional approach for MLLs/ELLs?
 - b. How is instruction **organized** for MLL/ELL students? For example, are students grouped by English proficiency levels, etc.?
 - c. How are the **English language development** needs of students addressed?
 - d. Do MLLs/ELLs receive integrated English Language Development within content area classes and/or at a designated/targeted time?
3. What role do students' **home language(s)** play, if any, in classroom instruction?
4. Do teachers **plan their lessons together to address the needs of MLLs/ELLs**?
 - a. Is this true for **all subjects and grades**?
 - b. Do your **ENL teachers collaborate with content area teachers**? If so, what does this collaboration look like?

5. What kind of **academic supports** in content area classes and beyond the school day are available at your school to help MLL/ELL students succeed (e.g., tutoring, after-school programs, a before-school academic boost, college/career counseling)? Probe for details.
 - a. To what extent do you perceive these supports to be **effective**?
 - b. What **evidence** do you use to evaluate effectiveness?
6. Does your school offer **Saturday school, summer school, extended school day, or other alternative schedules**?
7. To what extent are MLLs/ELLs at your school provided instruction that is aligned to the **NYS Next Generation English Language Arts and Math Learning Standards, NYS P-12 Science Learning Standards, NYS Learning Standards for Social Studies, NYS K-12 Social Studies Framework, NYS Prekindergarten Foundation for the Common Core, NYS Bilingual Common Core Progressions**?
 - a. What do you think is necessary to help your MLLs/ELLs be successful in mastering subject matter and academic uses of English aligned to these new standards?
8. What kind of **social and emotional supports** (or student support services) are available at your school to help MLL/ELL students succeed (e.g., bilingual counseling, SEL programs, wraparound services)?

B. Professional Development

1. Can you describe any **professional development** focused on MLLs/ELLs that you been able to offer or attend?
 - a. How would you describe the **quality** of these experiences?
2. What PD do you think you need to help your school better serve MLLs/ELLs?
3. What professional learning would help your teachers improve teaching and learning for MLLs/ELLs?
4. **Who decides and plans** the MLL/ELL PD offerings at your school? How is it **organized**?
5. How much **time and resources** are dedicated to MLL/ELL professional development? (% of budget) (How often, for how long?)
6. **Who** is required to attend?

7. How do you decide on the **content** for the MLL/ELL professional development?
8. How do you know it is making a difference? What evidence informs your perspective?
9. How do you support classroom implementation of new practices aligned with recent pedagogical research?

C. Strategies for Success

1. Can you describe (if you haven't done so already above) some of the **strategies and resources** that your school/district implements to better meet the needs of MLLs/ELLs?

[Areas to explore if they need prompting:]

- a. **Leadership structure and strategy?** How did you arrive at such structure and strategies?
 - b. **Instruction, curriculum, and assessment? How did your school arrive** at these strategies and resources?
 - c. **Core academics and English Language Development? How did your school arrive** at these strategies and resources?
 - d. **Use of data? How did your school arrive** at these strategies and resources?
 - e. **Use of time? How did your school arrive** at these strategies and resources?
 - f. **Use of fiscal and human resources? How did your school arrive** at those decisions and strategies?
 - g. **School climate? How did your school arrive** at these strategies and resources?
 - h. **Hiring of staff (e.g., additional support staff: family liaisons, guidance counselors,)? How did your school arrive** at these strategies and resources?
 - i. **Strategic partnerships** with outside organizations? **How did your school arrive** at these strategies and resources?
 - j. **Technology? How did your school arrive** at these strategies and resources?
2. What **expectations** do staff members (teachers, aides, coaches, etc.) have for MLLs/ELLs?
 3. What **plans or priorities do you have for further increasing the success** of MLLs/ELLs at your school?

4. How are **instructional decisions regarding MLLs/ELLs** made in your school? What **support or guidance do you receive from your district** in setting the direction of MLL/ELL instruction at your school?
5. Do you have connections or networks with others schools/school leaders that serve MLLs/ELLs? Tell us more.
6. Does the school benefit from **outside sources of funding** regarding programs for MLLs/ELLs, e.g., philanthropic grants, donations from local businesses, funds raised by a school community foundation, etc.? If so, how?
7. What **evidence** do you use to **assess the effectiveness** of your strategies and the quality of your program for MLLs/ELLs?

D. Parent Engagement

1. How does your school **engage with parents** of MLLs/ELLs?
 - a. What could help your school improve the level and quality of parent engagement?
2. How does the school ensure that communication with parents of MLLs/ELLs occurs in their preferred languages and modes of communication?
3. What are the **organizations** that parents in general and parents of MLLs/ELLs participate in, and what are their core functions? (Probe for existence of district/school site council, PTA, and successes/struggles of parent organizations)
4. What kind of efforts does the school make to acknowledge and build on the **culture(s) and language(s)** of MLL/ELL parents?
 - a. What are **challenges** in this area?

E. Accessing District Resources

1. How does the district support you in your work with MLLs/ELLs?

[Areas to explore if they need prompting:]

1. How do you **secure district resources** (fiscal and human) to **support MLLs/ELLs**?

2. What **district-supported professional learning (past or present)** is offered for teachers and principals?
3. Are there any **district policies specific to MLLs/ELLs and the supports they must receive**? If so, what are they?
4. What do district departments offer to **support integrated literacy/language/content learning**?
5. What do district departments offer to support the **social and emotional needs of MLLs/ELLs**?
6. What do district departments offer to support **the needs of parents of MLLs/ELLs**?
7. What resources, **external to the district** such as Foundations, Community Based Organizations and Institutions of Higher Education help to **prepare MLLs/ELLs for college and careers and support their academic and social needs**?
8. How useful are the **district professional development offerings** to build capacity to support MLLs/ELLs?

F. Policy

1. How do you believe the district's attendance policy has affected the performance of MLLs/ELLs in your school?
2. How is the district's attendance policy communicated to MLLs/ELLs and their parents?
3. Are there other state or district policies that could be changed to improve progress and outcomes for MLLs/ELLs?

G. Closing

To close, is there anything I haven't asked you about your school, the district, or your leadership regarding MLLs/ELLs that you'd like to comment on?

Thank you for sharing your thoughts with us today! You have each been extremely valuable in helping us understand more about the school.

MLL/ELL Program Quality Review School Administrator Focus Group Sign-In Sheet

Location:	Interviewer:
Date:	Time:

Name	Role (Principal, Assistant Principal, Counselor)
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

School Administrator Background Survey

Name (Optional): _____

1. How long have you been in your current role at this school?
2. Please describe your experience in school administration and leadership prior to your current role.
3. Do you speak any language(s) other than English?
4. How much experience have you had working with MLLs/ELLs? Please describe.
5. What preparation or professional development have you received to support the education of MLLs/ELLs?
6. What should the district/RBERN offer to increase your capacity to support the education of MLLs/ELLs?
7. What should the district/RBERN do to improve the educational offering and teaching and learning for MLLs/ELLs?