



FocusGroupor Interview Protocols

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



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. (Probeto determine how many students understand ()Tj 0.how

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? (Summerschool, after school tutoring, before school, Saturday, etc.)

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

School:	Interviewer:
Date:	Time:

Name	Permissionsheet (Y/N)	GradeLevel
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

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 kind of

3. What type of programs for ELLs would you like to see at your child's school? Bilingual Education (Transition Bilingual/Dual Language) English as a New Language (ENL)?*
4. What type of support 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.

School:

Interviewer:

MLL/ELL Program Quality Review Teacher Focus Group Protocol

Introduction

Thank you 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

(b) (2) (c), (b) (5) (A), (b) (5) (D), (b) (7) (C), (b) (7) (D), (b) (7) (E), (b) (7) (F), (b) (7) (G), (b) (7) (H), (b) (7) (I), (b) (7) (J), (b) (7) (K), (b) (7) (L), (b) (7) (M), (b) (7) (N), (b) (7) (O), (b) (7) (P), (b) (7) (Q), (b) (7) (R), (b) (7) (S), (b) (7) (T), (b) (7) (U), (b) (7) (V), (b) (7) (W), (b) (7) (X), (b) (7) (Y), (b) (7) (Z)

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

- 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) _____ support 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

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

Name	Grade Level/Subject Area
1	

MLL/ELL Program Quality Review School Administrator Focus Group or Interview Protocol

Introduction

Thank you again for taking the time to speak with us today. Before we start, we'd like to provide a little background on the MLL/ELL Program Quality Review. The review is a process that will be conducted by the State Education Department (SED) and the State Office of Education (SOE) to assess the quality of MLL/ELL programs in New York State. The review will focus on the following areas: program structure, program implementation, program evaluation, and program sustainability. The review will be conducted in a series of focus groups or interviews with school administrators. The purpose of the review is to identify best practices and provide feedback to schools to improve the quality of their MLL/ELL programs. The review will be completed by the end of the year.

Recording

If you don't mind, we'd like to

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?

[Area 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/ELL 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 other schools/school leaders to support you? (or) Do you have connections or networks with other schools/school leaders to support you?

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/ELL 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.

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?