

## MALLI Follow-up Survey

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Santa Clara University, the University of Texas at San Antonio, and the University of California at Santa Cruz are working with Education Northwest to study how the Math and Language, Literacy Integration (MALLI) program impacts teachers and students. The MALLI program provides professional development to preservice and in-service teachers.

As a past and/or current participant in MALLI, your responses to this survey will help us understand how the program influences classroom practices. This survey should take about 15-20 minutes to complete. It includes questions about your classroom, your use of instructional practices, and your perception of your efficacy in teaching students, especially bilingual students.

Participation in this survey is voluntary, and your responses will remain confidential. There are no right or wrong answers. You may choose not to respond to items you are uncomfortable with, and you may discontinue participation at any time, without consequence to you. Information collected from this survey will be used to improve the MALLI program and similar programs for future participants. Your answers will not be used to evaluate your performance as a teacher. All responses will be reported as a group (in averages and percentages), and individual responses will never be shared with anyone outside the MALLI research and implementation team.

Your participation in this survey poses no personal or professional risks to you. Please contact Manuel Vazquez at [manuel.vazquez@educationnorthwest.org](mailto:manuel.vazquez@educationnorthwest.org) or (503) 278 9597 if you have any questions.

1. Do you agree to participate in this survey? [required]
  - a. Yes
  - b. No [skip to "Thank you" page]



## Section I: Instructional Setting for Teaching Bilingual Students (Page 1)

Please tell us a little bit about your classes from this school year.

1. What best describes your school assignment during the current school year?
  - a. Did not teach at all during the current school year [if selected, skip to question 2 then 10]
  - b. Classroom teacher
  - c. ELD teacher
  - d. Substitute teacher
  - e. Instructional coach or teacher on special assignment
  - f. Other (fill in)
  - g.
2. What best describes the reason why you did not teach during the current school year? [if selected "did not teach" in Q1]
  - a. Started graduate school/postponing teaching
  - b. Did not pass all teaching certification exams
  - c. No longer interested in teaching
  - d. Was not able to find a teaching position in a bilingual or dual language classroom
  - e. Transitioned into a school or district administrative role
  - f. Other: \_\_\_\_\_
3. What are your professional goals for the next five years? (check all that apply)
  - a. Become an elementary classroom teacher
  - b. Continue as an elementary classroom teacher
  - c. Teach in a dual language/bilingual classroom
  - d. Become an English as a Second Language /English Language Development specialist
  - e. Become a math specialist
  - f. Become a literacy specialist
  - g. Provide instructional coaching/support to other teachers
  - h. Gain experience as an administrator
  - i. Become a school administrator
  - j. Earn a graduate degree
  - k. Other: \_\_\_\_\_
4. [If answered "Did not teach" to Q1, skip to Section IV]

## Section I: Instructional Setting for Teaching Bilingual Students (Page 2)

5. Where do/did you teach during the current school year?
  - a. School (fill in):
  - b. District (fill in):
6. What grade levels do/did you teach during the current school year? (select all that apply)
  - a. Head Start
  - b. Pre-kinder
  - c. K
  - d. 1
  - e. 2
  - f. 3
  - g. 4
  - h. 5
  - i. 6
  - j. 7
  - k. 8
  - l. High school
7. Do/did you teach in a bilingual classroom?
  - a. Yes
  - b. No
8. [if yes to Q7] Do/did you teach in a dual language program classroom?
  - a. Yes
  - b. No
9. How many students do you have in your classes this school year, and how many are bilingual students or current English language learners (ELLs)? If you don't know exactly how many, please provide an approximate number.
  - a. Total number of students in my classes (ELLs, former ELLs, and never ELLs): \_\_\_\_
  - b. Number of current ELLs in my classes (students who are ELLs and have not yet exited ELL services): \_\_\_\_
  - c. Number of bilingual students in my classes (students who speak one or more language in addition to English at home, including current ELLs, former ELLs, and never-ELLs): \_\_\_\_
10. What best describes the subjects you teach?
  - a. Spanish Mathematics
  - b. English Mathematics
  - c. English Language Arts
  - d. Spanish Language Arts
  - e. Science in Spanish
  - f. Science in English
  - g. Social Studies in Spanish
  - h. Social Studies in English
  - i. Other (please specify):

11. How much time did you spend teaching mathematics each day (on average)? (If selected Mathematics in Question 2)
  - a. Fewer than 30 minutes
  - b. 30-45 minutes
  - c. 45-60 minutes
  - d. 60-90 minutes
  - e. More than 90 minutes
  
12. What was the language of instruction used in your mathematics class? (If selected Mathematics in Question 2)
  - a. English only
  - b. Spanish only
  - c. Primarily English with some Spanish
  - d. Primarily Spanish with some English
  
13. What training or professional development regarding ELL and bilingual students have you received this school year (select all that apply)?
  - a. Systematic ELD
  - b. Constructing Meaning
  - c. SIOP
  - d. Project GLAD
  - e. Co-teaching Content based ELD
  - f. Other in-service workshop
  - g. ELL focused conference (e.g.,CABE, TABE)
  - h. Other (write in)

## **Section II: Continued Participation in MALLI**

13. Did you participate in any MALLI programmatic offerings this school year?
  - a. Yes
  - b. No
  
14. (if yes to Q.13) Which of the following activities did you engage in? (select all that apply)
  - a. Attended MALLI professional development sessions
  - b. Participated in a Lesson Study cycle
  - c. Video recorded math lessons for feedback
  - d. Discussed authentic assessment activities
  - e. Other (please specify) \_\_\_\_\_
  
15. Thinking about this school year, have you used any of the following resources to support your instruction? (select all that apply)
  - a. MALLI pedagogy documents available on the MALLI website

- b. Classroom videos produced by MALLI participants
  - c. Other MALLI-related resources available on the MALLI website
  - d. Consulted with other MALLI participants
16. [If selected “MALLI pedagogy documents available on the MALLI website” in Q15] How useful were the MALLI pedagogy documents available on the MALLI website in helping you deliver math instruction?
- a. Not at all useful
  - b. Somewhat useful
  - c. Useful
  - d. Very useful
17. [If selected “Classroom videos produced by MALLI participants” in Q15] How useful were the classroom videos produced by MALLI participants in helping you deliver math instruction?
- a. Not at all useful
  - b. Somewhat useful
  - c. Useful
  - d. Very useful
18. [If selected “Other MALLI-related resources available on the MALLI website” in Q15] How useful were the other MALLI-related resources available on the MALLI website in helping you deliver math instruction?
- a. Not at all useful
  - b. Somewhat useful
  - c. Useful
  - d. Very useful
19. [If selected “Consulted with other MALLI participants” in Q15] How useful was consulting with other MALLI participants in helping you deliver math instruction?
- a. Not at all useful
  - b. Somewhat useful
  - c. Useful
  - d. Very useful

20. What continued support would be helpful to help you implement MALLI practices?

### Section III: Teaching Practices

10. How challenging is it for you to incorporate the MALLI strategies you learned into mathematics lessons? (only appears if they indicate they teach math)
- a. Not challenging
  - b. A little challenging

- c. Challenging
- d. Very challenging

11. Thinking about this school year, how often do you use the following instructional practices? (only appears if they indicate they teach math)

	Never	Less than once a month	Once or twice a month	Once or twice a week	Daily or almost daily
Teach bilingual students literacy strategies to help them comprehend math texts (e.g., reviewing text structure, scaffold math textbooks)					
Provide bilingual students opportunities to produce math texts (e.g., math diaries, asking students to write reflections to math problems)					
Explicitly teach mathematics vocabulary to bilingual students (e.g., leverage background knowledge, word morphology, cognates, collocations, and noun phrases)					
Provide bilingual students with opportunities to communicate mathematical ideas (e.g., connect home and community funds of knowledge to school math, organize spaces to increase student interaction)					

13. How did the MALLI strategies influence your approach to teaching math? (open ended, only appears if they indicate they teach math)

#### Section IV: Teacher Perspectives

14. How confident are you in your ability to teach math to bilingual students?

- a. Not confident at all
- b. Somewhat confident

- c. Confident
- d. Very confident

15. How would you describe your current ability in the following areas?

	I have very limited or no experience	I can identify important elements or processes	I can explain elements or processes to another person	I have extensive experience in this area
Designing active and demanding bilingual instruction to support students in meeting academic standards				
Supporting English language development				
Supporting Spanish language development				
Collaborating with other teachers to support bilingual students' learning				
Communicating with families of bilingual students to support their learning				
Using best practices to assess bilingual students				
Considering bilingual students' family circumstances, language use, and literacy practices to develop effective instructional practices.				
Modeling professionalism and leadership in teaching bilingual students				
Providing a caring, supportive, and warm learning environment for bilingual students				
Differentiating instruction for Spanish- and English-dominant students				

16. How would you describe your current knowledge in the following areas?



	I have very limited or no understanding	I can identify important elements or processes	I can explain elements or processes to another person	I have extensive knowledge in this area
Theories of how people learn languages				
School, district, and governmental policies, practices, and legislation that impact bilingual education				

**Section VI: Thank you!**

Thank you for taking our survey. We will be following up with you after you complete your participation in MALLI. Your responses will help your institution improve its services and classes.

If you have any questions or additional comments about this survey please contact Manuel Vazquez at 503.275.9597.