

MALLI Cooperating Teacher Survey (Baseline)

Santa Clara University, University of Texas, 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 is impacting teachers and students. The MALLI program provides professional development to cooperating teachers focused on effective teaching strategies on bilingual mathematics education. Cooperating teachers also receive professional development to prepare them to serve as mentors for pre-service teachers.

Your responses to this survey will help us understand how the program influences classroom practices and cooperating teacher's preparation to serve as mentors. This survey should take about 20 minutes to complete. It includes questions about your background, your perception of your efficacy in teaching students, especially bilingual students; your understanding of principles of integrating language and literacy into mathematics instruction; and your perceptions concerning mentoring preservice teachers in integrating language, literacy, and mathematics in dual immersion classrooms.

Your participation in this survey is voluntary, and your responses will remain confidential. Survey responses will be stored in a secure folder in Education Northwest's server. 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 only to inform the evaluation of the MALLI program and research studies about math instruction in dual language setting, and for no other purposes. Results from the evaluation and research will help improve the MALLI program, and similar programs for future participants. Your answers will not be used to evaluate your performance as a teacher or mentor. All responses will be reported as a group (in averages and percentages), and individual responses will never be shared with your instructors or anyone outside of 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 or (503) 278 9597 if you have any questions.

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

Section I: Instructional Setting for Teaching Bilingual Students

Please tell us a little bit about your classes from this school year. This information will help us better understand the instructional context of MALLI participants.

Reminder: We will not use your responses to evaluate you as an individual. All responses will be reported as a group (in averages and percentages). Individual responses to these questions will never be shared with anyone outside of the research team.

1. What grade levels do you teach? (select all that apply)
 - a. K
 - b. 1
 - c. 2
 - d. 3
 - e. 4
 - f. 5
 - g. 6
2. What subjects do you teach?
 - a. Mathematics
 - b. English Language Arts
 - c. Spanish Language Arts
 - d. Science
 - e. Social Studies
3. 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
4. What was the language of instruction used in your mathematics class?
 - a. English only
 - b. Spanish only
 - c. Primarily English with some Spanish
 - d. Primarily Spanish with some English
5. Approximately how much time each day did you dedicate to activities primarily designed to develop English Language proficiency (not including content-based activities)?
 - a. None
 - b. Fewer than 30 minutes
 - c. 30-45 minutes

- d. 45-60 minutes
 - e. 60-90 minutes
 - f. More than 90 minutes
6. What mathematics curriculum do you primarily use?
- a. enVision Math
 - b. Eureka Math
 - c. Go Math!
 - d. Math in Focus
 - e. Other: _____
7. Please indicate how satisfied you are with this mathematics curriculum.
- a. Not at all satisfied
 - b. Somewhat satisfied
 - c. Satisfied
 - d. Very satisfied
8. What Spanish language arts curriculum do you use? (if selected SLA in Q1)
- a. Benchmark Adelante
 - b. Houghton Mifflin – Senderos
 - c. None provided
 - d. Other: _____
9. Please indicate how satisfied you are with this Spanish language arts curriculum. (if selected SLA in Q1)
- a. Not at all satisfied
 - b. Somewhat satisfied
 - c. Satisfied
 - d. Very satisfied

Section II: Teaching Practices

The MALLI evaluation examines how participation affects your classroom practices. We would like to know your current practices and will follow up with another survey after you complete your participation in MALLI. There are no right or wrong answers.

Reminder: We will not use your responses to evaluate you as an individual. All responses will be reported as a group (in averages and percentages) and individual responses to these questions will never be shared with anyone outside of the research team.

10. How challenging is it for you to incorporate language and literacy into mathematics lessons for improving bilingual students' understanding of mathematics?
- 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?

	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)					

12. Thinking about this school year, which of these activities do you regularly do?

	Never	Once or twice per year	Once or twice per month	Once a week or more
Worked with other teachers to develop lessons				
Observed peers teach in person or through recorded lessons				
Provided feedback to other teachers about their teaching				
Received feedback from other teachers about my teaching				
Reflected on lessons and made changes based on student responses				

13. Have you video recorded one or more of your lessons this year to gather feedback from colleagues?
- Yes
 - No

Section III: Mentoring MALLI Preservice Teachers and Professional Development

The MALLI evaluation examines how your participation in the program influences your ability to mentor preservice teachers. We would like to know your current perceptions and will follow up after you complete your participation in MALLI. There are no right or wrong answers.

Reminder: We will not use your responses to evaluate you as an individual. All responses will be reported as a group (in averages and percentages) and individual responses to these questions will never be shared with anyone outside of the research team.

14. How much experience do you have serving as a cooperating or mentor teacher for preservice or intern teachers?
- None - never mentored preservice or intern teachers
 - A little - provided informal mentorship to preservice or intern teachers
 - Some - served as a cooperating or mentor teacher to one preservice or intern teacher
 - A lot - served as a cooperating or mentor teacher to multiple preservice or intern teachers

15. How prepared are you to model the following practices to preservice or intern teachers?

	Not prepared at all	Somewhat prepared	Prepared	Very prepared
Effective instructional that connects reading and writing with mathematics (e.g., discussions and interpretations of math texts and/or how to produce different types of math texts)				
Effective instructional practices that teach the specific meaning of words used in mathematics				
Effective ways to promote students' discussions (e.g. proving or explaining				

math solutions, problems, or statements)				
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16. How confident are you in your ability to mentor preservice teachers in the following areas?

Area	Not at all confident	Somewhat confident	Confident	Very confident
Developing standards-based instruction in two languages				
Selecting appropriate instructional materials and resources in both languages				
Using positive classroom management and strategies for engaging students				
Assessing and evaluating students' learning				
Providing feedback to students about their learning				
Communicating with students, colleagues, and parents				
Relating curriculum to students' lives outside school				
Supporting the transfer of language and content knowledge across languages				
Using student work to adjust instruction				

17. Overall, how confident are you in your current ability to mentor preservice teachers in bilingual classrooms?

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

- c. Confident
- d. Very confident

18. How familiar are you with “lesson study”?

- a. Never heard of the practice
- b. Have read or heard about the practice but do not have in depth knowledge
- c. Have read about the practice and participated in professional development that used lesson study
- d. Use lesson study in my practice

19. What professional development format works best for you? PD works best for me when....

20. What helps you learn about your teaching? I learn best about my teaching when...

Section IV: Teacher Experiences

The following questions focus on teaching language learners.

Reminder: We will not use your responses to evaluate you as an individual. All responses will be reported as a group (in averages and percentages) and individual responses to these questions will never be shared with anyone outside of the research team.

21. 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				

22. 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 V: Teacher Background

Please tell us a little bit about yourself. We will use this information to create an overall picture of who joins MALLI, and why.

Reminder: We will not use your responses to evaluate you as an individual. All responses will be reported as a group (in averages and percentages) and individual responses to these questions will never be shared with anyone outside of the research team.

23. What motivated you to participate in the MALLI program? (open)

24. I identify as...

- Male
- Female
- _____

25. How do you identify your race/ethnicity? (check all that apply)

- Latinx/Hispanic
- White
- Black/African-American
- Asian
- American Indian / Alaska Native
- Native Hawaiian or Pacific Islander
- Multiracial
- Other: _____

26. How do you identify your Latinx/Hispanic heritage?

- Argentinian
- Bolivian
- Chilean
- Colombian
- Costa Rican
- Cuban
- Dominican
- Ecuadorian
- Equatoguinean
- Guatemalan
- Honduran
- Mexican American/Chicano
- Mexican
- Nicaraguan
- Panamanian
- Paraguayan
- Peruvian
- Puerto Rican
- Salvadoran
- Spanish
- Uruguayan

- Venezuelan
- Other

27. What is your level of proficiency in Spanish and English? Use the guidance below to select your response

Intermediate proficiency: I can understand the main idea and some pieces of information of a text, participate in conversations, communicate information and express my thoughts, and write simple messages about *familiar topics*. I am comfortable speaking with students and parents about school and can write simple messages to them.

Advanced proficiency: I can understand the main message and details of a text, maintain conversations and discussions, as well as deliver detailed and organized presentations and write about *familiar and unfamiliar concrete topics across various time frames*. I am comfortable speaking with and writing to other teachers about a broad range of topics.

Distinguished proficiency: I can understand and create sophisticated texts, interact, negotiate, and debate, and deliver sophisticated and articulate presentations *on a wide range of issues and highly abstract concepts, with deeply embedded cultural references*. I would be comfortable giving an academic presentation in another country in this language.

Superior proficiency: I can understand and create complex texts, participate in discussions and debates supporting arguments and exploring hypotheses, and deliver extended presentations *on abstract or hypothetical topics ranging from general knowledge to areas of specialized expertise*. I can confidently speak and write at a professional level.

	Spanish	English
Reading	{dropdown menu}	{dropdown menu}
Writing	{dropdown menu}	{dropdown menu}
Speaking	{dropdown menu}	{dropdown menu}
Listening	{dropdown menu}	{dropdown menu}

*Dropdown menu items: Intermediate, Advanced, Distinguished, Superior¹

28. Please check any that apply to you

- I attended one or more years of K-12 school outside of the U.S.
- I completed high school outside of the U.S.
- I attended one or more years of college outside of the U.S.

¹ <https://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012>

- I completed college outside of the U.S.
- I attended college outside of the U.S. as part of a study abroad program
- When I grew up, I spoke English in my home.
- When I grew up, I spoke Spanish in my home.
- When I grew up, I spoke another language in my home. _____
- I attended a dual language school

29. What is the highest level of education you have completed?

- Bachelor's degree
- Master's degree
- Doctorate

30. What type of teacher preparation program did you complete?

- Undergraduate
- Graduate
- Alternative
- Other: _____

31. How many years of experience do you have:

- Teaching: ____
- Teaching in a bilingual classroom (excluding two way immersion): _____
- Teaching in a two way immersion classroom: _____
- Teaching mathematics: ____

32. What training or professional development regarding ELL and bilingual students have you attended? (Select all that apply)

- Literacy Squared
- Systematic ELD
- Constructing Meaning
- Quality Teaching for English Learners (QTEL)
- Sheltered Instruction Observation Protocol (SIOP)
- Project Guided Language Acquisition (GLAD)
- Co-teaching content-based ELD
- ELL/ESOL/TESL endorsement from out of state
- Other ELL/Bilingual in-service workshop
- ELL focused conference (e.g. NABE, TABE, La Cosecha)
- None

○ Other: _____

33. What endorsements, credentials, certificates or permits have you earned? (open ended)

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.

MALLI Cooperating Teacher Survey (Follow up)

Santa Clara University, University of Texas, San Antonio and the University of California at Santa Cruz are working with Education Northwest to study how participation in the Math and Language, Literacy Integration (MALLI) program is effects teachers and students.

MALLI supports new teachers by providing support to mentor teachers like you. The MALLI program will provide professional development to preservice teachers through university coursework focused on bilingual mathematics education. The training integrates the teaching of language and mathematics. If you agree to participate in the research project, we would provide a similar training to you related to mentoring new bilingual teachers in mathematics instruction.

Your responses to this survey will help us understand the effects of the program. This survey should take about 20 minutes to complete. It includes questions about your background, your perception of your efficacy in teaching students, especially bilingual students; your understanding of principles of integrating language and literacy into mathematics instruction; and your perceptions concerning mentoring preservice teachers in integrating language, literacy, and mathematics in dual immersion classrooms.

Your participation in this survey is voluntary, and your responses will remain confidential. Survey responses will be stored in a secure folder in Education Northwest's server. 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 only to inform the evaluation of the MALLI program and research studies about math instruction in dual language setting, and for no other purposes. Results from the evaluation and research will help improve the MALLI program, and similar programs for future participants. Your answers will not be used to evaluate your performance as a teacher or mentor. All responses will be reported as a group (in averages and percentages), and individual responses will never be shared with your instructors or anyone outside of the MALLI research and implementation team.

Your participation in this survey poses no personal or professional risks to you. By filling out the information in this survey, you consent to participate in the evaluation. Please contact Manuel Vazquez at manuel.vazquez@educationnorthwest.org or (503) 278 9597 if you have any questions.

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

Section I: Teaching Practices

The MALLI evaluation examines how participation affects your classroom practices. We would like to know your current practices now that you have participated in MALLI.

Reminder: We will not use your responses to evaluate you as an individual. All responses will be reported as a group (in aggregate) and individual responses to these questions will never be shared with anyone outside of the research team.

2. How important is incorporating language and literacy into mathematics lessons for improving bilingual students' understanding of mathematics?
 - a. Not important at all
 - b. Somewhat important
 - c. Important
 - d. Very important
3. How difficult is it for you to incorporate language and literacy into mathematics lessons for improving bilingual students' understanding of mathematics?
 - a. Difficult
 - b. Somewhat difficult
 - c. Somewhat easy
 - d. Easy

4. How often did you use the following instructional practices this school year?

	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 (e.g., text structure, activate prior knowledge) to help them comprehend mathematics textbooks					
Provide bilingual students opportunities to write about mathematics					
Explicitly teach mathematics vocabulary to bilingual students					
Provide bilingual students with opportunities to communicate mathematical ideas					

5. How often did you engage in the following activities this school year?

	Never	Once or twice per year	Once or twice per month	Once a week or more

Worked with other teachers to develop lessons				
Observed peers teach				
Video recorded lesson to review my teaching				
Provided feedback to other teachers about their teaching				
Received feedback from other teachers about my teaching				
Reflected on lessons and made changes based on student responses				

6. How effective do you believe the video club process was in achieving each of the following outcomes?

	Not at all effective	Somewhat effective	Effective	Very effective
Improved my ability to design lessons that integrate language and literacy in math instruction				
Improved my ability to deliver effective mathematic lessons for EBs in English				
Improved my ability to deliver effective mathematic lessons for EBs in Spanish				

7. Overall, how useful do you think working with colleagues is for improving your teaching practices in mathematics?

- a. Not at all useful
- b. Somewhat useful
- c. Useful
- d. Very useful

8. What knowledge or skills did you gain by participating in the video club that will be helpful for your teaching?

9. What changes in the video club would make the experience more useful to you?

Section II: Mentoring MALLI Preservice Teachers and Professional Development

The MALLI evaluation examines how participation affects your mentoring beliefs. We would like to know your current perceptions and will follow up after you complete your participation in MALLI. There are no right or wrong answers.

Reminder: We will not use your responses to evaluate you as an individual. All responses will be reported as a group (in aggregate) and individual responses to these questions will never be shared with anyone outside of the research team.

10. Overall, how confident are you in your current ability to mentor preservice teachers in bilingual classrooms?

- a. Not confident at all
- b. Somewhat confident
- c. Confident
- d. Very confident

11. How prepared are you to model the following practices to preservice or intern teachers?

	Not prepared at all	Somewhat prepared	Prepared	Very prepared
Instruction that links mathematics with literacy				
Effective ways of teaching mathematics vocabulary				
Effective ways to promote student discourse during mathematics class				
Assess bilingual students to understand mathematical learning				
Use student work to reflect on one's instruction				

12. How confident are you in your ability to mentor preservice teachers in the following areas?

Area	Not at all confident	Somewhat confident	Confident	Very confident

Developing standards-based instruction in two languages				
Selecting appropriate instructional materials and resources in both languages				
Using positive classroom management and strategies for engaging students				
Assessing and evaluating students' learning				
Providing feedback to students about their learning				
Communicating with students, colleagues, and parents				
Relating curriculum to students' lives outside school				
Providing students opportunities to use academic discourse in both languages				
Supporting the transfer of language and content knowledge across languages				

- 13. What knowledge or skills did you gain through MALLI professional development that helped you be a better mentor for preservice teachers? (open ended)
- 14. What changes in the MALLI professional development offerings would improve your ability to mentor preservice teachers? (open ended)

Section III: Teacher Experiences in the Program

15. Please indicate the extent you agree with the following statements

	Strongly disagree	Disagree	Agree	Strongly agree
MALLI's professional development offerings were very useful for me to support emergent bilinguals				
MALLI's professional development offerings were very effective for me to support emergent bilinguals				
MALLI's professional development was very effective in preparing me to mentor pre-service teachers in bilingual classrooms				
Participating in MALLI helped me improve my ability to integrate language, literacy and math instruction				
MALLI was effective in preparing me to serve emergent bilingual students				
MALLI was effective in increasing my knowledge and skills related to parent, family, and community engagement				
I am able to implement the MALLI model at my school				

The following questions focus on teaching language learners. Use this guidance to select your responses:

Novice: You have **little to no** knowledge of or experience with the concept or task.

Apprentice: You have **limited** knowledge of or experience with the concept or task. You often need help when performing this task.

Practitioner: You have **practical or applied knowledge** of the concept or task. You are able to successfully complete tasks independently and may still need help from an expert from time to time.

Advanced: You have **deep understanding** of the concept or task. You are recognized within your organization as the "go to" person within this area.

16. How would you describe your current knowledge and/or ability in the following areas?

	Novice	Apprentice	Practitioner	Advanced
Theories of how people learn languages				
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				
Best practices for the assessment of 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				
School, district, and governmental policies, practices, and legislation that impact bilingual education				

Providing a caring, supportive, and warm learning environment for bilingual students				
Differentiating instruction for Spanish and English-dominant students				

Sources

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