

Color Key:

Pink = Most Common Response

Yellow = Second Popular Response

Green = Third Popular Response (more than 2)

No color = 1 or 2 Responses

1. What challenges/opportunities do you face in working with English Language Learners?	
K-6 (10 RESPONDENTS)	7-12 (9 RESPONDENTS)
COMMUNICATION and COMPREHENSION: Language Barrier Communicating content and directions to Ss --issue of comprehension or attention Student comprehension of instruction in English Communicating with Parents	COMMUNICATION and COMPREHENSION: Language Barrier Two-way communication with student --questions of whether or not Ss comprehend --Appears that ELLs process information slower Communication with parents Getting S's to participate orally
VOCABULARY: Content Areas Students do not know content vocabulary Teachers struggle to explain concepts when Ss do not understand vocabulary being used.	TIME: Meeting S's needs Giving Ss individualized attention they need
TIME: Meeting S's needs Teachers do not have time to give individual students extra-help and cover curriculum.	SOCIAL AND COGNITIVE DEVELOPMENT: ELLs have feelings of inadequacy Shy and does not respond Frustration and apathy
PARENTAL INVOLVEMENT: Unsure how to improve/increase parental involvement	VOCABULARY: Content Areas Difficulty taking notes Comprehending words
SOCIAL AND COGNITIVE DEVELOPMENT: Social and cognitive growth of student --reduce frustration levels (Ts and Ss)	

Color Key:

Pink = Most Common Response

Yellow = Second Popular Response

Green = Third Popular Response (more than 2)

No color = 1 or 2 Responses

2. What are your goals/priorities in working with English Language Learners?	
K-6	7-12
IMPROVE STUDENT COMPREHENSION Communication with Ss Understanding directions and material	EQUALITY Help Ss feel equally welcome and comfortable Help Ss learn material just like everyone else Get ELLs to pass SOLs just like other Ss
EQUALITY Help Ss feel equally welcome Help Ss feel equally important (contributions to classroom) Give all Ss equal learning opportunities Give ELLs equal goals as other students	COMMUNICATION AND COMPREHENSION Two way communication That they understand that Ts care Ss understand new content
STUDENT SUCCESS Academic and Life	VOCABULARY
STUDENT MOTIVATION AND SELF-EFFICACY	STUDENT SUCCESS Academically (SOLs) In English language
LITERACY DEVELOPMENT	
LEARN TEACHING STRATEGIES/METHODS THAT WORK BEST WITH ELLS	

Color Key:

Pink = Most Common Response

Yellow = Second Popular Response

Green = Third Popular Response (more than 2)

No color = 1 or 2 Responses

3. Identify those areas with which you need assistance, guidance, and additional resources for working with English Language Learners.	
K-6	7-12
RESOURCES Resources in all content areas (not just reading) Guidance Lists of accommodations / How to grade Ss	TEACHING STRATEGIES/METHODS When to translate and when to "force" the vocabulary How to prepare for SOLs Strategies that others have found successful
COMMUNICATION AND COMPREHENSION With Ss and parents	RESOURCES Resources specifically for ELLs Guidance Resources in Spanish in content areas
INFORMATION ON STUDENT Knowing individual S's needs (more than just label of ESL)	INFORMATION ON STUDENT Identify challenges S's background (academic and cultural)
TIME To address individual needs	TIME To address individual S's needs

4. Do you prefer whole group, small group, or paired activities and discussions?	
K-6	7-12
ALL ARE USED DEPENDING ON LESSON	SMALL GROUP
SMALL GROUP PREFERRED	WHOLE GROUP
WHOLE GROUP PREFERRED	PAIRED ACTIVITIES
PAIRED ACTIVITIES Specifically, one teacher pairs ELLs with non-ELLs	ALL ARE USED DEPENDING ON LESSON

Color Key:

Pink = Most Common Response

Yellow = Second Popular Response

Green = Third Popular Response (more than 2)

No color = 1 or 2 Responses

5. What do you hope to gain from a workshop designed to meet your needs?	
K-6	7-12
INFORMATION ON RESOURCES/ TEACHING STRATEGIES/TECHNIQUES FOR WORKING WITH ELL'S	INFORMATION ON RESOURCES/ TEACHING STRATEGIES/TECHNIQUES FOR WORKING WITH ELL'S Specifically to help Ss pass SOLs
UNDERSTAND S's NEEDS	UNDERSTAND SLA PROCESS FROM S's PERSPECTIVE
COMMUNICATION With Ss and their parents	UNDERSTAND S's NEEDS
TIME (ONE RESPONSE) To address individual S's needs	TIME To address individual S's needs
FEDERAL REGULATIONS (ONE RESPONSE) Regarding testing / SOLs / Accommodations	
WHAT IS EXPECTED OF ME (ONE RESPONSE)	
UNDERSTAND SLA PROCESS FROM S's PERSPECTIVE (ONE RESPONSE)	