



HARVARD IMMIGRATION PROJECTS

TEACHER INTERVIEW

Date: _____ School Code: _____ RA code: _____

As you know, we are conducting a study to better understand the adaptation of recently arrived (within the last 5 years) immigrant children into their new environments.. We have talked to immigrant kids, their parents, and now we would like to get their teachers' point of view. Essentially we want to know two things—1) What are some of the challenges you face, and how do you perceive the challenges your students face? & 2) Who are the teachers working with immigrant students? We appreciate you taking time from your busy day to share your thoughts with us. Your name will not appear on the interview.

1—How many students are you teaching this year? _____

2—Approximately how many of your students are recent immigrants? _____

3—Is the number of immigrant children similar to previous years (or is it higher or lower)?

- Same as other years More than in the past Less than in the past

4—From what country (or countries) are most of your immigrant students?

5—In your opinion, what are some of the challenges immigrant students face in school?

6—What are some of the challenges you face teaching immigrant students?

7—Do you think that this is similar to the challenges other teachers in your school face teaching immigrant students? _____

8—In your opinion, how is teaching recently arrived immigrant students different from teaching other students? *[e.g., mainstream, minority, and second-generation students]*

9—Now, let's talk a little more broadly about students in general. How would you describe a good student?

10—How are the kids in your class generally doing in meeting your idea of what a good student is? *[including non-immigrant kids]*

11—Think about the immigrant kids in your classroom. How are they doing? *[in meeting the expectation of what a good student is]*

We know that there are many differences among students. Sometimes it is hard to make generalizations. However, we are interested in your impressions about how different types of students might vary from one another.

12—Have you noticed any differences between how immigrant girls are doing and how the immigrant boys are doing in school? *[Please explain]*

13—Have you noticed any differences between how immigrant students are doing and how the non-immigrant students are doing in school? *[Please explain]*

14— Now, let's think about some specific areas of school. How would you generally compare recently arrived immigrant students to your non-immigrant students on the following dimensions?	Much Less or Much Worse	A Little Less or A Little Worse	About the Same	A Little More or A Little Better	Much More or Much Better
a-Attendance					
b-Completing Assignments					
c-Motivation & Effort					
d-Behavior/Conduct					
e-Relations with Classmates					
f-Relations with Authorities					
g-Reading and Writing					
h-Liking School					
i-Self-confidence in Learning Abilities					

Some students tell us that they want or hope to go to college and others have other plans.

15—What percentage of your students do you think will go to college? *[all students including non-immigrants]*

16—What percentage of your immigrant students do you think will go to college?

17—What would you say are the most important things immigrant students should know in order to go to college?

18—Where should they get this information?

19—Do you think that immigrant students are aware of this information? YES NO Why or why not?

20—For kids who are not going to college, do you have any ideas about the kinds of things they are likely to be doing after they leave high school?

21—What would you say are the most important skills they need to know to get to that goal?

22—I am going to ask you some questions about program in your school for recently arrived immigrant children who are in the process of learning English [a.k.a. English language learners, ESL students...] **Please tell me which of the programs listed below best describes the program (or programs) in your school?**

- They are taught in their first language accompanied by ESL or ELD until they catch up with mainstream students [Transitional]
- They are taught in sheltered English (ESL/ELD) classrooms [Structured or Sheltered English Immersion]
- They are taught a substantial percentage of time in both English and in their native language with other children from the same language background to promote fluency in both [Maintenance Bilingual]
- They are taught a substantial percentage of time in both English and in their native language with approximately half of their peers are native English speakers and the other half are Spanish speakers [Two-Way-Bilingual or Dual Immersion]
- They are mainstreamed in regular English language classrooms
- Other _____

23—In your opinion, how is the program in your school working? *[Probe: In what ways?]*

24a—Is this program different from the program that existed a couple of years ago?
 YES NO

24b—If the programs changed, in what ways are the services different?

24c—Why did the changes to these programs occur? *[state, district, or school level decisions?]*

25a—Do you think that the existing programs are helpful or useful for immigrant students?

YES

NO

25b—What kinds of instruction for English Language Learners do you think is or would be useful?

26a—Some children have not been (or have been minimally) exposed to reading material in their home country.

Have you ever had immigrant students with literacy needs in your classroom?

YES

NO

26b—IF YES...In what ways (if any) did you try to adapt the curriculum or change your teaching style to accommodate such students? *Probe: What types of accommodations did you make? What kinds of materials did you use? What sources did you consult (i.e. parents, child, teachers, local community members, library)?*

26c—IF NO...If you had immigrant students with literacy needs in your classroom, in what ways (if any) would you try to adapt the curriculum or change your teaching style to accommodate such students? *Probe: What types of*

accommodations would you make? What kinds of materials would you use? What sources would you consult (i.e. parents, child, teachers, local community members, library)? *members, library) to find materials to use?*

27a—Have you ever had immigrant students identified with learning disabilities (e.g., dyslexia, dyscalcula, dysgraphia, etc.) in your classroom? YES NO

27b—IF YES...In what ways (if any) did you try to adapt the curriculum or change your teaching style to accomodate such students? *Probe: What types of accomodations did you make? What kinds of materials did you use? What sources did you consult (i.e. parents, child, teachers, local community members, library)?*

27c—IF NO...*If* you had immigrant students with learning disabilities in your classroom, in what ways (if any) would you try to adapt the curriculum or change your teaching style to accomodate such students? *Probe: What types of accomodations would you make? What kinds of materials would you use? What sources would you consult (i.e. parents, child, teachers, local community members, library)?* *members, library) to find materials to use?*

27d— Have you ever referred an immigrant student that you suspected had a learning disability for a special needs assessment? YES NO

27e—What circumstances surrounding the student's academics or behaviors led to your referral?

28—What do you perceive to be the most important challenges facing the education of immigrant students with disabilities?

NOTE: Please have teachers read Q. #29

29— Some educators are concerned that English language learners <u>with</u> learning disabilities may not be referred for special needs assessments. In other cases, ELL students <u>without</u> learning disabilities may be incorrectly referred for special needs assessments. How likely do you think it would be for the following to occur?	Unlikely	Somewhat Likely	Likely	Very Likely	Don't Know
a- An immigrant child in the process of learning English who <u>does not have a learning disability</u> is incorrectly referred for a special needs assessment, because of grammar, accent, or other second-language acquisition related issues					
b- A disruptive ELL child with <u>no learning disability</u> is incorrectly referred for special needs assessment					
c- A quiet ELL child <u>with a learning disability</u> goes unreferred for special needs assessment					
d- An ELL child with literacy needs but <u>no learning disability</u> is incorrectly referred for special needs assessment					
e- An immigrant child <u>with a learning disability</u> goes unreferred for a special needs assessment, because it is assumed that learning challenges are related to their process of learning English					

29f—Bearing in mind the situations outlined above, do you think there is anything teachers could or should do differently when considering whether to refer an immigrant child for a special needs assessment?

30—In what ways is the administration supportive (or not supportive) of the challenges of educating immigrant students?

31—How much interaction would you say immigrant students have with non-immigrant students during the course of the day?

32—I am going to read off some statements that describe various levels of interaction.

Please select the statement that most accurately describes your school :

- Bilingual and monolingual English speaking students are integrated in all classes.
- Bilingual and monolingual English speaking students are only integrated during certain classes such as:
- _____
- Bilingual students are taught in separate classes and interact with the monolingual English speaking students only in their free time or recess or lunch (if they choose to do so).

If this option is selected, ask: How much interaction have you seen these students at these times?

- A lot Occasionally Little or none Don't Know

Comments: _____

33—How would you characterize the nature of interactions of immigrant students and non-immigrant students?

34a—Turning to the faculty, is there much interaction between staff working with bilingual students and staff working with mainstream students? A lot Occasionally Little or none

34b—How would you say they get along?

35—We have a few questions about parents. How do you expect parents to support their children's education?

[Probe for specific behaviors—Specifically in what ways do you expect parents to support your work with their children?]

36—Do parents generally meet these expectations? *[including non-immigrants]* YES NO

Why or Why not?

37—How about immigrant parents? Do they generally meet your expectations? Why or Why not?

38—How about other parents? Do they generally meet these expectations? Why or Why not?

39—Do you have any other thoughts you would like to share with us about your experiences teaching immigrant students?

TEACHER QUESTIONNAIRE

We would appreciate it if you can take a few more minutes to give us the following information.

1—What district do you teach in? _____

2—How many years have you taught? _____

3—What grade(s) are you currently teaching? _____

4—What grades have you taught? _____

5—What subject(s) are you currently teaching? _____

6—What subjects have you taught? _____

7—Do you currently teach in a bilingual program? Yes No Other _____

8—How many years have you been working with immigrant students? _____

9—Have you had any other professional experiences working with immigrants?

NO

YES

If yes, please describe? *[e.g., teaching ESL to adults; advocacy, etc.]*

10— Have you had any other personal experiences that brought (or bring) you in contact with immigrants??

[e.g., marriage, own immigration, living in ethnic neighborhood, etc]

NO

YES

If yes, please describe:

11— What is your gender?

Female

Male

12—What age range do you fall in?

25 and under

26-35

36-45

46-55

56+

13—How do you identify your ethnic background? _____

14—Were you born in the U.S. or Abroad? U.S. Abroad If so, where? _____

If born abroad, were your parents U.S. citizens or non- U.S. citizens? U.S.citizens Non-U.S Citizens

15a—What is your first/native language or dialect? _____

15b—If you are a non-native English speaker, at what age did you begin learning English? _____

15c—Do you speak another (or other) language(s)? NO YES If yes, please specify:

16--Education

Bachelor's Major: _____ Year Obtained _____ What Country? _____

Master's Major: _____ Year Obtained _____ What Country? _____

Additional/ Other [e.g., total credits earned] _____

17—What teaching credential(s) do you hold? [please check]

Multiple Subject Single Subject _____ Completed yr _____

Being Obtained Waived (& reason) _____

18a—Have you taken any courses or workshops on any of the following topics: teaching second language learners, teaching immigrant students, multicultural education?

No Yes If so source: _____ [school district or university]

18b—Were you mandated or strongly encouraged (by district/state) to take these courses or did you seek them out on your own? Mandated/strongly encouraged Sought on my own

Please check off the staff or professional development you would find useful and relevant to your teaching situation:

An overview about the potential challenges students/families face during the immigration process.

Teaching students with limited English proficiency in the content areas.

How to help students with low literacy skills and limited formal schooling, develop literacy skills.

How to adapt teaching to children from different cultures.

How to adapt teaching to children with learning disabilities.

How to adapt teaching to immigrant children with learning disabilities.

How to strengthen the linkages between curriculum, instruction, and assessments.

Other _____

None necessary