

APPENDIX B

Background Questions for Preliminary Credential Volunteers

Question	1 (Low)	2 (Low-Med.)	3 (Med.)	4 (High)	5 (Very High)
1 <i>How satisfied are you with the preparation to teach English learners?</i>	3	11	38	25	7
2 <i>How confident do you feel about your ability to teach English learners?</i>		13	35	30	6

3 <i>What areas in particular do you feel best prepared with respect to teaching English learners? (Note: The comments below are transcribed exactly as candidates wrote them)</i>	Passed Subtest I	Passed Subtest II	Passed Subtest III
Vocabulary, because as a world languages teacher I need to do this in my French class. Grammar because I know it well.	P	P	P
Using visuals & realia to help learning. Pulling appropriate leveled text.	P	P	P
Using instruction, strategies and teaching reading/language arts.	P	P	P
Use of TPR, modifying coursework to help ELD learners, forms & functions, use of CLOZE passages, CLAD strategies.	P	P	P
Specific lessons to teach to upper grade students. Using particular language strategies to help students learn content.	P	P	P
SDAIE techniques - I feel that I have an arsenal of them! Working out the final language "kinks".	P	P	P
Math, Science	P	P	P
Language structure and use, SDAIE techniques.	P	P	P

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3	What areas in particular do you feel best prepared with respect to teaching English learners? (Note: The comments below are transcribed exactly as candidates wrote them)	Passed Subtest I	Passed Subtest II	Passed Subtest III
	I'm most prepared to teach writing and speaking	P	P	P
	I have a variety of teaching strategies - visuals, realia, student grouping, finding a role for them within the school environment.	P	P	P
	I feel well-prepared to adapt reading curriculum so as to address the needs to ELs.	P	P	P
	I feel prepared to teach most English learners in most situations.	P	P	P
	Differentiation of curriculum and learning objectives and goals strategies for reading (BICs vs CALP, preteach vocabulary), use of pictures.	P	P	P
	Understanding how EL's develop/acquire a second language	P	P	F
	Total physical response, optimal learning environment, one-on-one.	P	P	F
	Teaching techniques for ELLs - use of visuals repetition, pre-teaching vocabulary, use of body gestures.	P	P	F
	SDAIE - I am familiar with SDAIE strategies. These strategies help ELL's comprehend and acquire content. All areas except assessing.	P	P	F
	Reading, writing, math, science, art	P	P	F
	Making material relevant, introducing new concepts, connecting to prior knowledge	P	P	F
	Lesson plans, cooperative learning. SDAI strategies	P	P	F
	I have had a strong preparation for teaching emergent readers. I'm hoping these skills will help in teaching English Learners.	P	P	F
	I feel that I am able to provide differentiating instruction for English Learners.	P	P	F
	I feel most capable in providing hands-on and visual instruction so that students can attain concepts without mastery of the language.	P	P	F
	I feel confident in the area of literacy because I have learned various approaches that will help all of my students while scaffolding EL.	P	P	F
	I feel best prepared when teaching English Learners who know Spanish because I speak and write in Spanish as well.	P	P	F

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3	<i>What areas in particular do you feel best prepared with respect to teaching English learners? (Note: The comments below are transcribed exactly as candidates wrote them)</i>	Passed Subtest I	Passed Subtest II	Passed Subtest III
	Use of realia and modeling concepts, pictures, ideas	P	F	P
	Reading, writing, listening strategies. Building background knowledge.	P	F	P
	Multi_ _ _ _ (?) instruction.	P	F	P
	Level 2-5 - I feel that I am fully prepared to teach EL students the subject matter of English.	P	F	P
	I feel well prepared in all areas with respect to teaching English learners.	P	F	P
	I feel best prepared to teach EL students in the areas of literacy. Our program has placed a high emphasis on strategies to engage English language learners.	P	F	P
	Vocabulary, oral communication	P	F	F
	The area that I feel best prepared is having different strategies to get English learners engaged, and talking with others.	P	F	F
	Supporting language, oral and written to develop reading.	P	F	F
	Differentiating instruction to reach all students was thoroughly taught as well as further adaptations to lesson plans.	P	F	F
	Building vocabulary through pictures and science observations.	P	F	F
	Vocabulary development, academic language development	N/A	N/A	N/A
	The use of SDAIE techniques; and the use of activities when teaching literacy.	N/A	N/A	N/A
	I feel best prepared for finding ways to differentiate instruction for English Learners	N/A	N/A	N/A
	Differentiating instruction	N/A	N/A	N/A
	Acquisition of vocabulary	N/A	N/A	N/A
	OLE/SDAIE methods	F	P	P
	I am prepared to provide English Language Learners with alternative material and visual aids. I will also provide students with different methods of teaching and vary my ways of presenting information.	F	P	P
	Using various teaching strategies to help English Learners learn the content of my class as	F	P	F

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3	<i>What areas in particular do you feel best prepared with respect to teaching English learners? (Note: The comments below are transcribed exactly as candidates wrote them)</i>	Passed Subtest I	Passed Subtest II	Passed Subtest III
	well as the English language itself.			
	Language Arts, Reading, Writing	F	P	F
	Reading	F	F	P
	I was an English learner. I'm not afraid to try different approaches. I know how to break things down into doable parts.	F	F	P
	I feel best prepare to teach EL in mathematics by using visuals; color coding, graphic organizers and student grouping	F	F	P
	We have been given many tools/resources to use for differentiating instruction. Not only for EL students, but for everyone.	F	F	F
	Using realia, explaining vocabulary, and group learning.	F	F	F
	Using multiple learning strategies (not just auditory) when teaching English Learners.	F	F	F
	Using hand gestures, drawings, objects etc. to support curriculum. Using poems, chants and songs to accompany instruction.	F	F	F
	The fact that I will not push them to speak when they are not ready because I know they have silent period they go through.	F	F	F
	SADIE strategies in repeating myself and slowing down.	F	F	F
	Reading instruction and math instruction.	F	F	F
	Optimal learning environment strategies and sheltered instruction.	F	F	F
	My one teacher education class best prepared me, but the class simply exposed me to teaching English Language Learners, it did not teach me how to teach EL learners.	F	F	F
	modifying and differentiating instruction	F	F	F
	Math - visually - group help - surveying	F	F	F
	Literacy is something I feel prepared to teach English Learners. Reading and writing was the focus of my classes.	F	F	F

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	Life, Science, Biology	F	F	F
	Language is my best skill. I speak, read, and write well both English and Spanish. I am well prepared in using SDAIE and thinking Maps strategies for English learners.	F	F	F
	I understand the importance of visual and hands-on learning. I am able to check for understanding better and relate to their culture.	F	F	F
	I feel like I have background knowledge & understanding of basic needs. I feel very confident knowing where to get/access resources.	F	F	F
	I feel I am best prepared to teach math and literacy to English learners.	F	F	F
	I feel best prepared to teach literature (Biology and English literature).	F	F	F
	I feel best prepared to teach English learners using CLAD strategies. This gives the student a variety of memory triggers.	F	F	F
	I feel best prepared to teach EL's through differentiated instruction. I feel somewhat confident that I could teach through pantomime, inductive presentation, showing vs telling, and if they are Spanish speaking, I might use a few Spanish words.	F	F	F
	How to scaffold and alter curriculum to meet the needs of English learners and their ability.	F	F	F
	The methodology of teaching ELL's.	A	F	A
	I feel best prepare with respect to teaching English Learners in modifying my instruction to address needs of LEP students. I always try to incorporate lots of different strategies like using visual aids. I also encourage a lot of discussion to improve speaking and listening skills.	A	A	P
	Visual learning support/knowledge and incorporation of culture/graphic organizers.	A	A	A
	Thinking in advanced about the differences of teaching ELL students; given various tools for approaching assessment & curriculum design.	A	A	A
	Teaching techniques (SDAIE, speech rate, etc.)	A	A	A
	I feel that I have been taught and have been able to apply a variety of strategies in communicating concepts with English language learners.	A	A	A

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	I feel prepared to teach math and social studies. I also feel prepared to teach vocabulary building skills as well as comprehension.	A	A	A
	I feel prepared to teach mainstreamed ELs with at least some grasp of the English Language, or students whose primary language I am familiar with or can speak. (eg;, Spanish/Mandarin)	A	A	A
	I feel prepared in the areas of curriculum design and formulating original SDAIE lessons.	A	A	A
	I feel best prepared to teach English learners in the areas of math and reading.	A	A	A
	I am feeling best prepared on finding out relevant information about my EL's. I also know of specific study guides and tools that benefit.	A	A	A
	I always make sure I use visuals and manipulatives. I make sure that the students are involved in partner and group.	A	A	A
	How to teach math to ELLs.	A	A	A
	Challenges they face	A	A	A
	Being able to communicate with parents and students in Spanish, if that is their native language.	A	A	A

4	<i>What areas in particular do you feel the least prepared with respect to teaching English learners?</i> (Note: The comments below are transcribed exactly as candidates wrote them)	Passed Subtest I	Passed Subtest II	Passed Subtest III
	I don't feel very prepared to teach students that know no English at all when there aren't other students who speak the same first language in my class - especially in intermediate grades with more abstract topics such as in Social Studies.	P	P	P
	Reading/Language Arts	P	P	P
	Cultural diversity as it affects subject matter instruction	P	P	P
	As a native English speaker I don't know how to explain English grammar.	P	P	P
	Breaking down the ELD standards to see where individual students are and need to go.	P	P	P

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4	<i>What areas in particular do you feel the least prepared with respect to teaching English learners? (Note: The comments below are transcribed exactly as candidates wrote them)</i>	Passed Subtest I	Passed Subtest II	Passed Subtest III
	Comprehension, reading	P	P	P
	Topics in other disciplines. Life skills because I don't have much experience with this.	P	P	P
	When they have virtually no knowledge of English whatsoever, yet I'm still expected to instruct them 100% in English.	P	P	P
	Ummm. . . All!!! - even in areas I listed above!	P	P	P
	In N. CA schools have, students who have no English. I wouldn't/don't feel prepared of where to start with them	P	P	P
	Communicating with parents and being able to translate or communicate with beginning English Learners.	P	P	P
	Combatting the actual training of the language (for level 1s). Keeping ELLs up to speed with the rest of the class when they become unmotivated.	P	P	P
	I would like to know more about the specific cultures of the ELs I'll be teaching, because there may be, e.g., there may be differences in learning styles, etc.	P	P	P
	Reading comprehension (especially for students with levels explanation of common multiple meaning or slang words.	P	P	F
	I am overall anxious about my ability to be an effective facilitator to EL with no English proficiency.	P	P	F
	Strategies to help scaffold EL's English development with respect to my subject area.	P	P	F
	I need more preparation with assessing ELLs.	P	P	F
	Social Sciences/history	P	P	F
	Actual curriculum material like social studies or science.	P	P	F
	I feel that I have only very limited strategies to use in teaching English learners.	P	P	F
	I feel least prepared with knowing methods to teach English Learners if they know a language other than Spanish.	P	P	F

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4	<i>What areas in particular do you feel the least prepared with respect to teaching English learners? (Note: The comments below are transcribed exactly as candidates wrote them)</i>	Passed Subtest I	Passed Subtest II	Passed Subtest III
	Using Languages if other than Spanish - choosing and modifying texts.	P	P	F
	I feel least prepared with respect to possible emotional issues and other frustrations that may be associated with transitioning into an English class.	P	P	F
	I am concerned with my ability to differentiate instruction with history, science (areas in which literacy is mandatory for comprehension).	P	F	P
	Specific language and culture issues beyond Mexican-American students	P	F	P
	None	P	F	P
	Curriculum design differentiation for a classroom of significantly varied proficiency levels.	P	F	P
	None	P	F	P
	Actually having "real" time to spend in classrooms with ELL students. Received more theory than practice.	P	F	P
	Writing & Reading	P	F	F
	Assessment. We were not really given the proper tools to assess the EL student.	P	F	F
	Being able to get the EL students to care about the subject matter.	P	F	F
	Developing phonological and other linguistic processes related to reading.	P	F	F
	Comprehension	P	F	F
	Assessing what they know/don't know as a new student in the classroom.	N/A	N/A	N/A
	Improving reading skills	N/A	N/A	N/A
	Preparing additional supportive materials and supplemental lessons	N/A	N/A	N/A
	Planning	N/A	N/A	N/A
	I feel least prepared to give English Learners constructive help in improving their reading skills.	N/A	N/A	N/A
	Assessment and teaching comprehension	F	P	P

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4	<i>What areas in particular do you feel the least prepared with respect to teaching English learners? (Note: The comments below are transcribed exactly as candidates wrote them)</i>	Passed Subtest I	Passed Subtest II	Passed Subtest III
	I do not know a second language. Therefore, I am not going to be able to adequately communicate with students who do not speak English.	F	P	P
	Trying to appeal to them by using examples that relate to them and their cultures.	F	P	F
	Speaking/Communicating, Math	F	P	F
	English convention	F	F	P
	District workshops and teaching sheltered classes as an intern. I do not think the university courses prepared me as much as the workshops and hands-on work.	F	F	P
	Resources in the community.	F	F	P
	I feel comfortable in all areas.	F	F	F
	I feel least prepared teaching English learners with little or no English language acquisition.	F	F	F
	Although I had English Learners in my classrooms, I thought there was a disconnect between the school (the EK program) and the general population teachers. I didn't have support from the school for those students.	F	F	F
	I am not bilingual in any language. I know some Pequeno, Spanish. So I don't have other students who are bi-lingual it will be a challenge I am up to.	F	F	F
	Language comprehension - Taking questions	F	F	F
	Physics	F	F	F
	knowing Spanish	F	F	F
	Assessing their reading, writing progress in measurable terms separate from non-ELL's.	F	F	F
	Coming up with creative and exciting ways to get students really motivated to learn.	F	F	F
	I wouldn't know how to begin instruction with a student who has no English whatsoever. Where do you start, how can you help them?	F	F	F
	How to engage them in activities and how to make lessons and learning accessible for them.	F	F	F
	I haven't had enough training courses to prepare me to better instruct/teach English language	F	F	F

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4	<i>What areas in particular do you feel the least prepared with respect to teaching English learners? (Note: The comments below are transcribed exactly as candidates wrote them)</i>	Passed Subtest I	Passed Subtest II	Passed Subtest III
	learners. More hands-on training will meet this skill.			
	Communicating with parents	F	F	F
	I feel the least prepared with respect to teaching English learners in academic language.	F	F	F
	How to help a student in class that does not speak or understand English how do we make sure they learn, understand and are "with other students."	F	F	F
	Social Studies and Science, depending on level of proficiency.	F	F	F
	Grammar - particularly spelling (I'm not a great speller).	F	F	F
	I wish I knew how to fluently speak other languages. Being able to speak Spanish would allow me to speak to more parents personally.	F	F	F
	Pronouncing particular sounds when speaking and reading.	F	F	F
	Assessing English Learners at the beginning of the year. It took me awhile to realize how I can best help my English Learners.	F	F	F
	Accommodations for testing and assessments. Identifying students with learning disabilities. That there is still so much to learn.	F	F	F
	I've been in classrooms that had students who spoke little to no English, and it was very difficult for me to engage the student because I couldn't gauge her understanding. I couldn't communicate with her and I had to rely on other students to translate. So, I feel least prepared in being able to deal with NEP students.	A	A	P
	Differentiating instruction in order to help EL's. I also feel like I don't know enough about how to properly assess an English Learner.	A	A	A
	Not being able to be successful in fulfilling all of my English Learners needs.	A	A	A
	Helping them feel confident in group presentations.	A	A	A
	I felt least prepared in parent teacher relation abilities. How do I build a strong relationship w/ parents?	A	A	A
	Finding enough time/opportunities for individual support	A	A	A

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4	<i>What areas in particular do you feel the least prepared with respect to teaching English learners? (Note: The comments below are transcribed exactly as candidates wrote them)</i>	Passed Subtest I	Passed Subtest II	Passed Subtest III
	I feel that I am least prepared in teaching English language learners who are not Spanish speaking. Also I feel that I lack knowledge of how to deal with upper grade English Language Learners so that they can learn the content in an adaptive way. I also feel extremely ill-prepared in how to navigate the English Language Learner state standards and classifications.	A	A	A
	I am the least prepared when it comes to individualized instruction and making sure the student gets 30-45 minutes of EKD instruction.	A	A	A
	How to teach topics with specific academic language like social studies or science.	A	A	A
	I am unprepared to teach newcomers and students with whom I cannot communicate at all.	A	A	A
	Students who cannot understand any English whatsoever might be most difficult to teach.	A	A	A
	I do not feel prepared to teach reading and writing.	A	A	A
	I feel least prepare to teach English Learners comprehension skills and content area such as Science and Social Studies.	A	A	A
	Knowing the Assessments (e.g., CELDT and how to help intermediate/advanced ELLs.	A	A	A

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APPENDIX C

Background Questions for Induction Program Volunteers

Question	1 (Low)	2 (Low-Med.)	3 (Med.)	4 (High)	5 (Very High)
1 <i>How satisfied are you with the preparation to teach English learners?</i>	1	7	11	9	3
2 <i>How confident do you feel about your ability to teach English learners?</i>		3	9	14	5

3 <i>What areas in particular do you feel best prepared with respect to teaching English learners? (Note: The comments below are transcribed exactly as candidates wrote them)</i>	Passed Subtest I	Passed Subtest II	Passed Subtest III
English language development language arts	P	P	P
Linguistics (phonemic awareness & phonics, morphology) - credential program - vocabulary instructional strategies - district professional dev.	P	P	P
Preparing them for the Star tests.	P	P	P
Using methods during general whole-class instruction to help EL's such as models, explaining vocabulary, visual aids, etc.	P	P	P
Linguistic approaches, multi language approaching using what I know from other languages about syntax, grammar, etc.	P	P	P
Vocabulary development, tapping background and personal experience.	P	P	P
Giving directions, vocabulary development (particularly academic language), student engagement in "meaningful" conversations and activities (CLT models SDAI etc.)	P	P	F

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3	What areas in particular do you feel best prepared with respect to teaching English learners? (Note: The comments below are transcribed exactly as candidates wrote them)	Passed Subtest I	Passed Subtest II	Passed Subtest III
	Modifying lessons & assessing individual needs	P	F	P
	Vocabulary - visuals, repetition	P	F	P
	Strategies, differentiating instruction to meet all levels of need, scaffolding	P	F	F
	Using visual and auditory aids, preteaching vocabulary, and usage of graphic organizers.	P	A	P
	The hands-on approach that incorporated more interactive lessons.	N/A	N/A	N/A
	Due to my credential I feel that Science and Math are my strong point.	N/A	N/A	N/A
	Teaching strategies - using hands-on instruction, visual aides, supplemental instruction, etc.	N/A	N/A	N/A
	Teaching credential courses, GLAD Trainings, step up to writing trainings, ALA Trainings @SJUSD. My own study & research.	N/A	N/A	N/A
	Phonics, visuals	F	P	P
	Integrating various strategies to teach vocabulary	F	P	F
	Using strategies and adopting them. I learned various strategies to teach English learners through credential program and BTSA.	F	P	F
	Strategies to implement	F	F	F
	SDAIE lessons	F	F	F
	Reading	F	F	F
	Language Arts - Open court ELD program - comprehension	F	F	F
	I feel very comfortable modeling & working one-on-one with English Learners	F	F	F
	Language arts: vocabulary	F	A	F
	Modifications and not words. Secondary materials & . Best with secondary education-science	A	A	A
	Sadie strategies	A	A	A
	EL's with Spanish as L1	A	A	A

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What areas in particular do you feel best prepared with respect to teaching English learners? (Note: The comments below are transcribed exactly as candidates wrote them)				
I feel best prepared in the area of having had a lot of experience. I taught pre-school for 6 years leading up to teaching 5th grade (now for 2 years). All 8 yrs. Have been in Ont-Mont. SD and there is definitely a large population of English-language learners. Also I have several college courses and BTSA seminars that have offered great strategies (SDAIE) and the best or most effective tool I have is I understand the importance of background knowledge and "real" life example to support each ELL Student.		A	A	A
I feel prepared with classroom management and communication with ELL's and parents.		A	A	A

4		Passed Subtest I	Passed Subtest II	Passed Subtest III
What areas in particular do you feel the least prepared with respect to teaching English learners?				
Mathematics - word problems		P	P	P
Curriculum planning & assessment - need more practice & real application		P	P	P
The various levels of knowledge in foreign language		P	P	P
specific small-group EL instruction		P	P	P
Accelerating the growth of English to beginning ELD students.		P	P	P
Content area specific training - How to apply the language arts training more effectively in science.		P	P	P
Writing/correcting grammar		P	P	F
Communicating with parents who d not speak English		P	F	P
Dealing with trying to get students to speak English with each other - during casual conversation.		P	F	P
Unknown at this time.		P	F	F
Grammar, errors - correction & teaching		P	A	P
We read several case studies of EL's but strategies were limited. Not many tangible		N/A	N/A	N/A

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4	<i>What areas in particular do you feel the least prepared with respect to teaching English learners?</i>	Passed Subtest I	Passed Subtest II	Passed Subtest III
	resources were provided.			
	I feel very weak in language development!	N/A	N/A	N/A
	Communicating directly with students and parents. Involving parents with student work and progress. Disciplining students when the need arises.	N/A	N/A	N/A
	BTSA program meetings	N/A	N/A	N/A
	Taking a student from no English to English.	F	P	P
	Communicating with level 1 students to ensure comprehension	F	P	F
	For me, English is not primary language.	F	P	F
	A good consistent program to teach from and finding the time to implement/create materials to scaffold their learning while maintaining a good program for the rest of the students.	F	F	F
	Mathematics	F	F	F
	Writing	F	F	F
	Need more help teaching to whole groups & making sure all understand.	F	F	F
	None	F	A	F
	Explaining difficult concepts, essays. What to do with very low ELL students being put in "normal" biology, expecting them to still get C/B/A grade.	A	A	A
	Time Management, balancing multiple levels.	A	A	A
	EL's with L1 other than Spanish	A	A	A
	I feel least prepared in that I am not bilingual. However, I do have the basic knowledge and understanding of how to teach ELL students with realia and TPR and "wait-time", etc.	A	A	A
	I am least prepared with language/reading acquisition and with a general understanding of the process in place for ELL's at any site.	A	A	A

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