

Figure 8.4 Evaluation Survey

Evaluation Survey	
Collaboration and Co-Teaching for ELs	
Directions: Use the following statements to identify the successes and challenges of co-teaching or collaboration activities in your school. Circle a number from 1 to 5 for each statement (1 = strongly disagree, 2 = somewhat disagree, 3 = neither agree nor disagree, 4 = somewhat agree, 5 = strongly agree).	
Leadership and Collaboration	
District and building administrators value teacher collaboration.	1 2 3 4 5
Building administrators encourage and support collaboration efforts between ELD/ELL instructors, teachers, and other specialists.	1 2 3 4 5
Professional development is provided to train teachers in collaborative planning and decision making.	1 2 3 4 5
Teachers are provided scheduled time to collaborate with other teachers.	1 2 3 4 5
Teacher recommendations derived through collaboration are given serious consideration.	1 2 3 4 5
Teacher Collaboration	
ELD/ELL and general-education teachers maintain ongoing conversations about the teaching and learning of ELs.	1 2 3 4 5
Teams of faculty members, along with others in the school community, work together to identify and solve ELs' learning difficulties.	1 2 3 4 5
ELD/ELL and general-education teachers converse across grade levels and content areas to promote understanding of ELs and to share teaching strategies.	1 2 3 4 5
Teachers experiment with new ideas they learned through teacher collaboration in their classrooms.	1 2 3 4 5
Teachers collaborate with each other after school hours.	1 2 3 4 5
Shared Values for the Education of ELs	
The school community has established a common vision for the education of ELs.	1 2 3 4 5
EL student learning is the responsibility of all teachers.	1 2 3 4 5

Shared Values for the Education of ELs					
Formal and informal communication practices for the benefit of ELs have been established between faculty and staff members.	1	2	3	4	5
Parents of ELs and other community members have had formal opportunities to share their ideas and concerns about the education of ELs.	1	2	3	4	5
Teachers have had input in the decision-making process for the education of ELs.	1	2	3	4	5
School Support for Teacher Collaboration					
All teachers and staff members are perceived as valuable members of the school community.	1	2	3	4	5
Adequate time is provided for teachers and staff to meet and discuss EL issues.	1	2	3	4	5
Conversation protocols have been established to make optimum use of collaborative meeting time.	1	2	3	4	5
Teachers serve on committees to select new teachers, administrators, and other staff members.	1	2	3	4	5
Extracurricular activities are planned for faculty and staff to promote camaraderie and reduce isolation.	1	2	3	4	5
Shared School Practices					
Faculty and staff both individually and collectively reflect on their practices with ELs.	1	2	3	4	5
Teachers are able to determine their own professional-development needs with regard to ELs.	1	2	3	4	5
Parents of ELs are offered workshops on a regular basis throughout the school year.	1	2	3	4	5
Administrators participate in professional-development activities along with teachers.	1	2	3	4	5
Regularly scheduled collaborative team meetings are conducted by teachers to benefit the instruction of ELs.	1	2	3	4	5

Adapted from Roberts, S. M., & Pruitt, E. Z., (2009). *Schools as professional learning communities: Collaborative activities and strategies for professional development* (pp. 27–29). Thousand Oaks, CA: Corwin.



Available for download at resources.corwin.com/CollaboratingforELs

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