AN INVESTIGATION OF ENGLISH LANGUAGE LEARNER INSTRUCTION AND LEARNING IN AN URBAN DISTRICT IN TRANSITION

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The landscape of education has changed in dramatic ways in school districts that once enrolled predominantly white and African American students. Each district responds differently to a shift in demographics and the impact that an emerging population of English language learners has on the district. This dissertation explores the effectiveness of the model for instructing English language learners, and the attention given to the instruction and learning of ELLs in the policies of an urban district in the midst of comprehensive school reform. Employing concepts from positioning theory and sociocultural theory, as well as the theory of sensemaking, the attention given to ELLs in the district's plan for school reform was investigated.

An analysis of state and district documents showed that ELLs were not visible in district policy as a separate group of students in need of specialized instruction, nor was professional development readily available to build teacher capacity. The absence of a state ESL teacher certification also contributed to the need for capacity building. Observations and interviews in the qualitative case study, suggest that teachers were not prepared to serve the increasing needs of their ELL students. Little collaboration time existed to improve the program.

This study adds to an emerging body of research on the effectiveness of all teachers of English language learners and the need for capacity building. It also contributes to research

regarding needed infrastructure changes in school districts with emerging English language learning communities.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

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1.0   CHAPTER I: INTRODUCTION

The educational landscape is changing in dramatic ways. One change is in the makeup of the student population. Estimates from the National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs (NCELA, 2008) show that more than five million students can be designated English Language Learners (ELLs) in United States schools. In more than a dozen states, the growth in the ELL population has exceeded 200%, compared to a mere 12% increase in the total population of students in grades K-12.

According to the 2000 U.S. Census Report (Shin & Bruno, 2003), the vast majority of ELLs are native speakers of Spanish, nearly 75% of the total. At the time of this study, the 2010 census results were not available; however, numbers are expected to grow significantly. Researchers believe that by the year 2030, ELLs will comprise 40% of the school age population (Thomas & Collier, 2002).

The academic performance of ELLs is cause for concern. Short and Fitzsimmons (2006) assert that there is an "alarming" literacy crisis among ELLs in the United States. Only 4% of eighth grade ELLs and 20% of students classified as "formerly ELL" scored at proficient or advanced levels on the reading portion of the 2005 National Assessment for Educational Progress (Perie, Grigg, & Donahue, 2005). ELLs graduate at far lower rates than do native English speakers, and if ELLs reported speaking English with difficulty on the 2000 U.S.

Census, their chances of graduating high school dropped to 18% (NCES, 2004). According to Short and Fitzsimmons, ELLs face many challenges including the lack of appropriate assessments, inadequate use of research-based instructional practices, and the lack of common criteria for identifying ELLs and tracking their academic performance.

Possibly the greatest challenge for ELL students comes being placed in classrooms with teachers who lack sufficient knowledge and preparation to instruct. Teacher education programs and opportunities for professional development have yet to meet the needs of mainstream classroom teachers who have increasingly found themselves with ELLs in their charge (NCELA, 2008).

Many teachers admit to feeling unprepared to provide quality instruction for ELLs that requires specialized knowledge of instructional strategies and content (NCELA, 2008; Menken & Atunez, 2001). Others have demonstrated tenable assumptions about the effect that continuing to speak the native language has on learning English. The process of second language acquisition and the length of time it takes for students to learn English are often misunderstood, as well.

Teachers, however, do not bear sole responsibility for understanding best practices of ELL instruction. State education agencies, school districts with growing programs, similar to the district in this study, and school leaders must also develop a sense of urgency to prepare their teachers to meet the needs of linguistically and culturally diverse students.

The purpose of this study was to investigate how a large urban school district, in the midst of comprehensive school reform, identified the needs of a growing ELL population and focused on the challenge of building teacher capacity.

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1.1   CONTEXT FOR THIS STUDY

This study took place in an urban school district in the Western Pennsylvania. Although the school district is not presently experiencing an increase in enrollment similar to school districts in North Carolina or Georgia, the district has experienced a steady, consistent growth of their ELL population over the past three years.

At the beginning of the 2007-2008 school year, 350 ELLs were enrolled in the district. Near the conclusion of the 2009-2010 school year, more than 600 English language learners were enrolled, according to James Moreland, Curriculum Supervisor of the English as a Second Language (ESL) Department.   Pennsylvania has seen a consistent growth in ELL populations statewide, with approximately 2000 additional ELLs enrolling each year in the years between 2000 and 2005 (PDE, 2005). A higher concentration of ELLs can be found on the eastern side of the state, including the city of Philadelphia and surrounding suburban districts. In Western Pennsylvania, the focal school district has one of the highest enrollments of ELLs.

In the school district, in the fall of 2009, there was a total population of approximately 26,000 students in grades K-12 in 65 schools. In addition, there was an Early Childhood program serving three to five year olds. District demographic information from the 2009-2010 school year is presented in Table 1.1.

Table 1.1: Focal School District Demographics, October 2009

African American	American Indian	Asian	Hispanic	Multi-Racial	White
14,718	29	490	340	1,398	9,148

The number of ELL students enrolled in the fall of the 2009-2010 school year was 625. Various native languages were spoken by the district's population of ELLs, with Spanish spoken most as a native language, followed by Somali Bantu. The district website states that district students come from 57 different countries and that 46 native languages, other than English, are spoken. A total of 23 ESL teachers were employed to instruct ELLs in the Regional ESL Centers. Although students have the right to stay at their home schools at parental request, there are currently only about 20 students of the total who have decided to opt out of attending a Regional Center. An additional elementary center was opened in the fall of 2009 because of an overflow of students at the focal school, McLaughlin Elementary. A nearby elementary, Montgomery Elementary, became the sixth elementary Regional ESL center.

An emerging body of research has reported on changes that school districts must make to their infrastructure when experiencing growth in their ELL enrollment. The stages of response that school districts exhibit varies. This study investigates the manner in which the focal school district responded to the ELL growth and the stage of response that the district displayed at the time of the study.

In response to the growing numbers of ELL students in the focal school district, school administrators have reacted in various ways. This study documents efforts to support the instruction and learning of ELLs. Although many cultures are represented in in the district, Spanish speakers comprise the majority of the ELL population. Wortham, Murillo, and Hamann (2002) report an intriguing shift in demographics throughout the United States, one that can be seen in Pennsylvania. Specifically they note the shift in the Latino Diaspora from states such as California and Texas, to Southeastern states such as Georgia and the Carolinas. The newest shift in population is now in the Northeast as seen in Maine, and the Midwest, particularly in Ohio

and Pennsylvania. These emerging immigrant communities are homes to school districts that are making "official" and "unofficial" policies for the education of the increased number of ELLs entering their schools (Levinson, 2002). At the same time, teachers and students are beginning to position themselves in response to the changes and transitions taking place in their school districts.

The school district response to the increased number of ELLs was to restructure their ESL classes so that all elementary ELLs could attend one of five elementary Regional ESL Centers. Administrators believed that these centers would allow for more intensive instruction from their ESL teachers, many of whom had been itinerant teachers moving from school to school prior to the restructuring. The Regional ESL Centers for elementary students are located at McLaughlin, Montgomery, Boyce, Independence, Manchester, and Century. Two middle schools and one high school also serve as centers for older students. Another consideration for restructuring was to allow for more collaboration between classroom teachers and ESL support teachers. It was assumed that collaboration would support the needs of those who teach ELLs. Research indicates that the majority of teachers have had little or no professional development regarding the instruction and learning of ELLs, according to the National Center for Educational Statistics (2002). This proved true at the focal school district.

ESL teacher certification in the state of Pennsylvania is an important issue related to this study. Pennsylvania is one of the only state in the country that does not offer a full certification in ESL. In a response to a 2000 complaint to the Office of Civil Rights on behalf of ELL students in Pennsylvania concerning the limited proficiency of ESL teachers, the state created the ESL Program Specialist in 2002 (Zehr, 2000). It was not until 2004, however, that all ESL teachers employed throughout the state had to comply with the course requirements to become

an ESL Program Specialist (PDE, 2004).   The education of teachers in Pennsylvania regarding instructional approaches is still being debated between the State Department of Education and the Education Law Center, which filed the complaint in 2000.

This study was designed to investigate efforts to support the learning of the ELL population in the focal school district at a time when a comprehensive school reform agenda was being implemented throughout the district. Specifically, this study involved two interrelated sub-studies: first, an examination of state and district documents to describe the historical context of policies related to ELL instruction, and second and investigation of how policies related to ELL instruction were implemented in a Regional ESL Center.

Although research in the literacy development of English language learners has increased in recent years, there continues to be a great need for further research to be carried out in this area. If projections of population shifts in the next two decades are correct, educators will need much more insight into the best instructional practices and models of delivery to support the instruction and learning of ELLs.

In the following chapter, I review research that focuses on areas that are important for providing a context for this study; (a) a historical survey of major legislation regarding the instruction and learning of ELLs, (b) building capacity, (c) effective instructional approaches and models used with ELLs,(d) collaboration between teachers to support the instruction and learning of ELLs, and (e) the academic achievement of ELLs.

2.0   CHAPTER II: LITERATURE REVIEW

School districts across the United States, including rural, suburban and urban, have encountered major demographic shifts in population resulting in increased numbers of English Language Learners. The new diversity found in K-12 classrooms presents compelling challenges (Garcia & Cuellar, 2006). Within the current policy environment of the No Child Left Behind Act of 2001, schools, districts, and states are required to disaggregate standardized test data by a subgroup. One subgroup is made up of English language learners (Abedi, Hofstetter, & Lord, 2004). Title III of the NCLB Act requires districts to assure that all students, including those who are not fluent in English, are provided with access to instruction, educational programming, testing and other services that will enable them to succeed academically (Zehler, Adger, Coburn, Arteagoitia, Williams, & Jacobson., 2008). Thus, promoting success of ELLs is a high stakes job for many schools and districts.

Garcia and Cuellar (2006) suggested that the trends in demographic changes over the past decade could have been foreseen years ago and advised that future growth patterns are predictable as well. Some researchers suggest that by the year 2050 Anglo students, whose native language is English, will be in the minority throughout every area of public education (Garcia & Cuellar,2006; Thomas & Collier, 2002). These demographic trends, along with various reports of the achievement gap between ELLs and their native English speaking peers,

create a sense of urgency which is intensified because the teaching force charged with educating these students is not well equipped to instruct linguistically diverse groups of students in a highly effective manner (Wong Fillmore & Snow, 2002).

In this chapter, I draw upon research that provides a foundation and rationale for this study that investigates the efforts of the focal school district's to address the needs of ELL students. This research includes: (a) a historical survey of legislation for ELLs; (b) building capacity; (c) models to support the academic success of ELLs; (d) collaboration within the learning communities that support ELLs; and (e) ELL student achievement. I begin by reviewing legislation key to the education of ELLs in the United States.

2.1   A HISTORICAL SURVEY OF LEGISLATION RELATED TO ENGLISH LANGUAGE LEARNERS

The focal school district is a district in transition; that is, like districts in Kentucky, Tennessee, Virginia, and West Virginia, this district is experiencing the growth of an emerging ELL population (Zehler, et al., 2008). To better understand the complexity of current issues facing districts in transition, a review of ELL-related legislation is helpful. This legislation can be considered as the starting point of transition for many districts, most of which were centered in areas where immigrant populations had been settling for decades, such as California, Texas, Florida, and New York.

In 1965, an amendment to the Elementary and Secondary Education Act (ESEA) provided for Title VII, the Bilingual Education Act. At the time, federal policy makers

recognized that bilingual education was a viable method for students who spoke a language other than English. They also recognized the disadvantage that non-English speaking students experienced when trying to acquire content knowledge in a language that they did not understand (Cummins, 1979). Thus, bilingual education was introduced into many schools across the nation.

In 1974, the Supreme Court ruled, in Lau v. Nichols, that *identical* education did not constitute *equal* education under the Civil Rights Act. The ruling stated that students who did not understand English are "foreclosed from any meaningful education." To address that change, many states continued to place Spanish-speaking students and some others in bilingual education classrooms that enabled them to learn, in their first language initially, and then transfer into mainstream classrooms when deemed appropriate (Cummins, 1981a; Thomas & Collier, 1989; Hakuta, Butler, & Witt, 2000). Most often, bilingual classrooms were found only in elementary schools. Once students entered middle school, they were taught in English as a Second Language (ESL) classrooms, or mainstreamed into English-only classrooms.

In 1978, an amendment to the Title VII legislation emphasized the transitional nature of instruction in the native language and expanded the eligibility of students to enter bilingual classrooms to students who were limited in their English proficiency, not only non-English speakers. It also permitted English-speaking students to enroll in bilingual classes. In 1981, the decision in Castaneda v. Pickard defined the "appropriate action" that schools needed to take in order to properly educate second language learners. The criteria included a sound plan for instruction of ELLs, a qualified staff of instructors, and effective implementation of the instructional program along with plans for evaluation.

Most recently, with the passage of the NCLB Act in 2001, Title III of NCLB replaced Title VII of the ESEA. The new provisions stated that "limited English proficient students need to meet the same challenging state standards required of all students" (Title III of NCLB, 2001). English proficiency was set as an objective in Title III, and states were mandated to establish standards and benchmarks so ELLs could meet the state academic standards and score proficiently on state tests.

When NCLB went into effect in 2002, it amended the Title VII competitive grant program with Title III. As mentioned before, Title III focused on English acquisition. Prior to the passage of NCLB, ELLs in many states had three years to be exempted from state testing in English. This allowed most students to be exempted in third, fourth, and fifth grades (Oakely & Urrabazo, 2001). Under NCLB, during their first year enrolled in a school in the United States, ELLs are not required to take the reading/English language arts state assessment. However, during this first year, they are required to take an English proficiency assessment and, depending on the state, may *participate* in the reading/English language arts state assessment (NCLB, 2002; Menken, 2006; Mahon, 2006).

Prior to the passage of NCLB, the effects of the aforementioned legislation, was mostly experienced in states and school districts concentrated in certain areas of the United States. These districts experienced great challenges with the requirement to offer bilingual education or ESL education to their increasing numbers of non-English speaking students. At about the same time as the passage of NCLB, some areas of the country that were previously homogeneous Anglo communities began to change into "emerging immigrant communities" (Wainer, 2004), and many districts had to address the need to provide legally mandated services to ELLs (Zehler et al., 2008). Garcia and Cuellar (2006) reported a significant increase in numbers of

ELLs across the country in their review of the 2000 Census Report. They indicated that states that were "expected" to report changes such as California (103% growth) and Texas (51% growth) did, but that they also found sharp increases in "unexpected" states such as Georgia (164% growth) and North Carolina (150%).

This growth, in the states mentioned above and in many other states, intersected with the passage of NCLB and the requirement to report Average Yearly Progress (AYP) of disaggregated subgroups of a school district's student population. One of these subgroups is made up of students who have been identified as ELLs or Limited English Proficient (LEP). Each state sets the number of students that constitute a subgroup, and there is a range throughout the country, with most states having 30-50 ELLs enrolled in a school before having to report AYP (Fulton, 2006). The need to report AYP by school has become necessary for more districts as their ELL enrollments increase.

There are four educational components in NCLB that are addressed as requirements for school districts. These include personnel, instruction, assessment and accountability, and outreach. Regarding *personnel*, districts are required to provide high-quality professional development that is informed by scientifically based research as effective in the instruction of ELLs. The method of *instruction* can be chosen by the school district and curricula should to effective in increasing English proficiency. Districts are *accountable* to the state education agency to report results of *assessments* that show the progress of their ELLs. Parents must also be notified of the program that their child is in as a part of the *outreach* into the community (Zehler et al., 2008).

What many districts have found when searching for guidance to comply to these educational components is that the majority of the literature available is most applicable to

11

mature programs that are already in place in districts that that have moved beyond the phase years ago (Wainer, 2004). The goal of a 2008 IES Report that investigated school districts in the Appalachian Region with emerging ELL communities was to assist districts going through a transition, or a change in infrastructure due to increased enrollment of ELLs. The authors of the report suggested that there are three primary challenges for districts with emerging ELL communities: understanding English Language Learners, understanding how to respond to rising ELL enrollments, and adapting to the pace of change (Zehler et al., 2008).

2.2   BUILDING CAPACITY

As mentioned above, NCLB mandates that all school districts must address four educational components when developing programs for their ELL population: personnel, instruction, assessment and accountability, and outreach. School district personnel include administration, teachers, and staff. No doubt one of the most difficult challenges for districts with emerging ELL populations is to provide high-quality teachers to instruct ELLs in the mainstream classroom and the ESL program. In addition to teachers, administrators who orchestrate a school district's day-to-day activities have varying levels of understanding about specifics of managing an ESL program. Therefore, school districts with emerging ELL communities can choose to respond in different ways to address student needs (Zehler, et al, 2008). Programs in the beginning stages may be working to understand compliance issues mandated by NCLB for the instruction of ELLs, while other programs with informed leadership are facilitating the implementation of various support systems.

Tellez and Waxman (2006) pointed out that teacher organizations, teacher preparation programs, and school districts have begun to focus on culturally relevant pedagogy and appropriate instruction for culturally diverse students. However, the linguistic component of the culturally and "linguistically" diverse student is overlooked. Oftentimes this is a result of a lack of linguistic knowledge. If the achievement gap between ELLs and their English speaking peers is to lessen, linguistic knowledge and an understanding of second language acquisition is fundamental. In general, across the nation, there is an urgent need to build teacher capacity for those who instruct ELLs. Nationally, less than 13% of all pre-service and in-service teachers have benefited from ELL specific classes or professional development (NCES, 2002). Thus, ELLs are left to be instructed by less highly-qualified teachers (Arens, Foster, & Linder-VanBershot, 2008).

School districts with even a small number of ELLs must respond to the many challenges of beginning an ESL program that aligns with NCLB requirements, including changes to the infrastructure of the district that is already in place. Districts looking for guidance about beginning ESL programs often find reports of districts with mature programs that have been in place for many years, not districts in the transitioning phase from new growth (Zehler et al., 2008). The priority for districts in transition is to prepare teachers to effectively instruct ELLs. Teachers considered to be highly-qualified must be familiar with various instructional practices that will support English learning. The following sections describe many of those successful and research-based practices.

2.3   MODELS TO SUPPORT THE ACADEMIC SUCCESS OF ENGLISH

LANGUAGE LEARNERS

One of the most serious dilemmas faced by school districts with increased ELL enrollments is that of implementing an instructional program that will support the academic success of students with varying levels of English fluency. Two of the most common models in place for educating ELLs are the implementation of a pull-out ESL program or a bilingual program. English-only programs vary from submersion in English with no assistance in the native language to structured English immersion which allows for the scaffolding of instruction (Francis, Lesaux, & August, 2006). Most often, when students are placed in an English classroom, they are pulled out for separate, more explicit instruction in English by an ESL teacher.

In some states, English-only movements have resulted in the passage of laws prohibiting bilingual education, such as Proposition 227 in California and Proposition 203 in Arizona. Other states continue to have bilingual programs when a designated number of students who speak one language (most often Spanish) are enrolled, and there is a bilingual teacher available to instruct the class. Many of these are transitional bilingual programs that include reading and writing instruction in the native language first, and then a transition into English in the second or third grade. Although bilingual education has been questioned for many years, the National Literacy Panel on Language-Minority Children and Youth concluded in their report that there was no research suggesting that bilingual education would compromise a student's progress in English proficiency (August & Shanahan, 2006).

Challenges for districts in transition are many, and sometimes solutions to problems or answers to questions do not come easily or quickly. The manner in which a school district, or an

individual school, responds to increased ELL enrollment must be coordinated and comprehensive. Identifying priorities when establishing services and analyzing the services already in place that support ELL's academic success is an important step in the process. Also, looking at what modifications will be supportive from existing programs is essential. Four stages of transition to build capacity are outlined in the IES Report about districts in transition (Zehler et al., 2008). Initially school districts should make the best of the resources that already exist, followed in the next stage by making an effort to be consistent with services. Once the staff realizes that a population with language needs is a part of the district, services for these students should become formalized. A plan should then be put into place that incorporates professional development, resources for specialists, meetings with parents, and standard procedures to enroll students. Once these services are in place, a school district must look at program-level needs and an expanded perspective that allows for differentiation where needed (Zehler et al., 2008). This is not an easy task for any school district and can take years to put into place.

2.3.1 Effective Instruction for ELLs

All models to support the academic success of ELLs must make the recruitment of competent personnel a priority. However, in many districts, the task of finding teachers who are equipped to effectively instruct ELLs is overwhelming. The demand for teachers and specialists who are prepared to teach in ESL or bilingual classrooms is significantly higher than the availability in most school districts (Maxwell-Jolly & Gandara, 2002). Since highly qualified teachers are scarce, many students are instructed by inadequately prepared teachers or, in many cases, by teachers who have no familiarity with students' culture (Friedman, 2002). Wong Fillmore and

Snow (2002) argued that too few teachers understand the challenges that students face when trying to learn to read and write in English because, as Friedman noted (2002), most teachers neither share nor understand the cultural and linguistic backgrounds of their ELLs.

The following sections review what many top researchers consider to be the specialized knowledge needed by teachers to teach ELLs. Suggestions by Wong Fillmore and Snow, as well as others, that call for the revamping of university programs that are responsible for preparing the nation's future educators are explained.

2.3.1.1 Oral Language.

According to Wong Fillmore and Snow (2002), teachers working with ELLs would benefit from intensive preparation in educational linguistics in order to understand how spoken language works. For example, teachers need to be aware of the units of language from phonemes (units of sound) to morphemes (units of meaning) and more complex units from words, phrases, sentences, to specific kinds of discourses that are quite common in English. Specialized knowledge of educational linguistics supports teachers in understanding that certain letters or sounds do not appear in some languages. For example, in Spanish, there is no /*th*/ sound as there is in English. Spanish-speaking students sometimes find it difficult to master this very common sound in the English language. Additionally, in Spanish, words do not begin with the letter *s* but, instead, with an *es*. Again, mastering the pronunciation of the many words in the English language that begin with an *s* is trying. For example, *sprite* becomes *esprite*.

Another aspect of oral language is vocabulary. If teachers are aware of the principles of English word formation, then they can better help their students in vocabulary acquisition. For example, vocabulary can be extended in a logical manner by explaining to students the relationship of word patterns as the *d/s* alternation in related words like *evade/evasive* or

conclude/conclusive. Spanish-speaking students can be taught that Spanish words ending in –*idad* almost always have an English cognate that ends in –*ity* such as in *realidad* and *reality.* Knowledge of cognates can help ELLs if they can identify the root of the word and translate it into the known word in their native language. For example, when students look at the word *extraordinary* in English and compare it to the word *extraordinario* in Spanish they will quickly see that the two words are almost identical. When this concept is brought to students' attention, it can support them in translating while reading. This strategy works especially well with students who are already literate in Spanish.

2.3.1.2 Written Language.

Initially, to support ELL students, teachers must understand how written language contrasts with spoken language. Many languages are regular in the way that they are pronounced and in the way that they are written as well. This is often not so for English. There are many oddities in the English language and its orthography. English is considered to be a writing system with a *deep orthography,* meaning the correlation between the spelling of a word and the sound of the word is quite complex. An example of deep orthography is represented by each of the following phoneme/grapheme pairs: */f/ f* as in fur, */f/ ph* as in phenomenon, and */f/ gh* as in enough. The influence of the target language, English, in the case of this discussion, can be expected to emerge later in the student's development. When teachers have been trained to understand these complexities, they will have a better understanding of errors on the part of their students (Genessee, Geva, Dressler, & Kamil, 2006).

It is important for teachers to understand the linguistic complexity of writing in a second language. Bringing attention to minimal units of text such as words, sentence-level features, and discourse-level features, when students are reading can support their writing efforts as well.

Hornberger (2002) found that when a teacher points out grammatical differences to students in text that students are more successful in their literacy development. Schleppegrell and Columbi (1997) agreed that teachers must give students the opportunity to write in different genres and that explicit instruction of text organization is important. Assignments vary and a student's ability to use the appropriate language comes from having many opportunities to experience various genres.

For example, Crosson, Lesaux, and Martinello (2008) posited that students need to understand inter-clausal relationships in order to comprehend text and construct meaning. In a study looking at factors that influence comprehension of text, Crosson et al. concluded that instruction should be designed to teach the role of connectives in a text since they signal a relationship of some sort and support comprehension. The researchers used the following example to explain how students sometimes understand the use of one connective, but not another as in this example of a contrastive connective: "Susan's favorite animal is a dog, but Carolina thinks cats are the best pets." This is compared to the more difficult to understand use of another contrastive connective: "Susan's favorite animal is a dog. In contrast, Carolina thinks that cats are the best pets" (p. 607). It is possible that the student's native language plays a part in their understanding of connectives and other grammatical segments of the English language. Therefore, in the next section, research about the possibility of transfer between the student's first language (L1) and their second language (L2) is discussed.

2.3.1.3 Transfer Between Languages.

Even though many states have stopped teaching students in bilingual classrooms, the underlying premise supporting the teaching of students in their native languages was that once they became

literate in their native language, there would be a smoother transition into a second language (August & Hakuta, 1997; Cummins, 1979; Collier & Thomas, 1987; August & Shanahan, 2006).

Genessee et al. (2006) reviewed the possibility of a relationship between ELLs' native language and the target (English) language in literacy development in a series of studies reviewed for the National Literacy Panel on Language Minority Children and Youth. In the same report, Lesaux and Geva asserted that the evidence from the research reviewed suggested that phonological awareness developed in the first language could be helpful to the development of the phonological awareness in the second language (Lesaux & Geva, 2006).

According to the panel's report, the concept of language transfer could NOT be ruled out. The concept of transfer was discussed by Cummins (1979) when he hypothesized that academic English language, or language used in academic settings and with higher-level cognitive activities, was distinct from "everyday" English. He suggested that conversational English develops sooner for ELLs because meaning is supported through contextual cues. Conversational English, or *Basic Interpersonal Communicative Skill (BICS)* as coined by Cummins, is readily accessible to ELLs through exposure to the media and through everyday interactions at school and in the community. In contrast, academic language, or *Cognitive Academic Language Proficiency (CALP),* as termed by Cummins, is not accessible to students through daily interactions in the broader society, and develops more slowly than everyday English (Collier, 1987, 1995; Thomas & Collier, 1989; Cummins, 1981; Hakuta, Butler, & Witt, 2000).

Cummins believed it necessary for educators to understand the distinction between BICS and CALP for both the placement of students and their instruction. There is often an early exit of students from bilingual and ESL classrooms/programs into mainstream English programs that offer no language support or scaffolding (1979b). An educator's uninformed decisions about the

19

English proficiency levels of students can create academic difficulties for bilingual students (Cummins, 2000). Fluency in conversational English can mask a student's proficiency in the more cognitively demanding academic English. In 1981, Cummins elaborated on his earlier work by highlighting the range of cognitive demands and contextual support involved when instructors and students carry out particular tasks and activities. A number of theorists contributed to Cummins' eventual development of a framework suggesting that the acquisition of language depends on the contextual support and the degree of cognitive involvement in the language of the tasks and activities (1986, 2000).

Figure 3.1 outlines Cummins' framework which elaborates on the conversational/academic distinction in an effort to highlight the important dimensions of the two types of communication. In Quadrant A, for example, conversational abilities usually develop quickly since these communication forms are supported by cues such as facial expressions or gestures. This kind of communication makes few cognitive demands on the learner. In contrast, communication in Quadrant D is more arduous since high levels of cognitive involvement are required, but such effort is only minimally supported by contextual or interpersonal cues.   When there is a high level of cognitive demand, ELLs must stretch their linguistic resources to the limit in order to be successful (Cummins, 2000).

Cognitively Undemanding

A   C

Context Embedded   Context Reduced

B   D
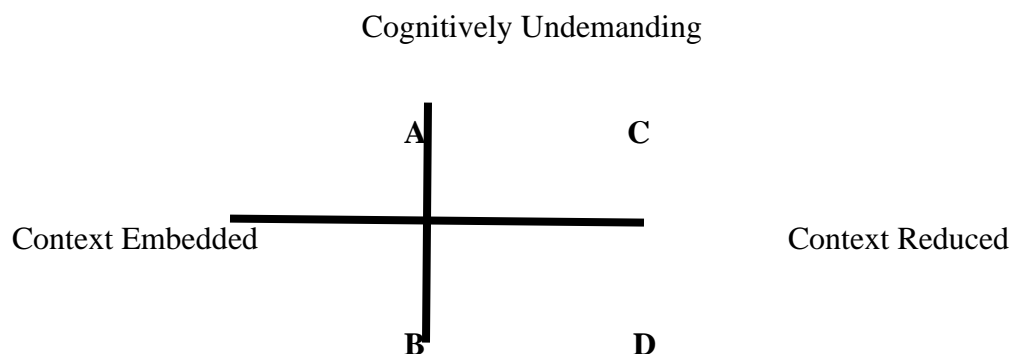
Cognitively Demanding

Figure 2.1: *BICS to CALP: Cummins Framework for the Development of Language Proficiency (Cummins, 1982)*

Those researchers who accept the BICS/CALP definition of academic language acquisition generally agree that basic conversational skills are acquired in the first few years that ELLs are in the United States. On the other hand, and very important to note, is that the more cognitively demanding academic language takes an estimated seven years to acquire (Collier & Thomas, 1989; Hakuta et al., 2000; Cummins, 1981; Echevarria & Short, 2000). Some researchers have suggested that if students live in linguistically segregated communities and are isolated from the opportunity to be exposed to academic English at home or in their schools that they are at risk for never acquiring the higher level of a more cognitively and academically demanding level of English (Scarcella, 2003)

Recent research suggests that many schools in the United States serving low-income students provide little opportunity for students to develop academic language in either their native language or in English, and that thousands of students attend schools which are linguistically segregated with very English spoken and very few English-speaking models for ELLs to use as a resource to support their language acquisition (Menken, 2007; National Council of La Raza, 2007). Teachers frequently do not engage students in meaningful, cognitively rich, academic tasks (Clare & Aschbacher, 2001; Newmann, Lopez, & Bryk, 1998; Matsumura, Garnier, Pascal, & Valdes, 2002). Teachers also may not use the features of academic English themselves and therefore may unknowingly find it difficult to model or to teach their students the necessary academic English skills necessary for success (Scarcella, 2003). Therefore, Snow and Wong Fillmore (2002) suggested that there is a great deal of knowledge about the English

language itself that teachers are lacking and call for an increased understanding of educational linguistics so as to be better prepared to instruct academic English more effectively.

There is general agreement among most researchers that the need for a knowledge of complex grammatical skills, specialized vocabulary, as well as varying language functions is necessary across disciplines and not only in the language arts classroom (Snow & Uccelli, 2008; Scarcella, 2003; Schleppegrell & Colombi, 2002; Bailey et al., 2007). In 2006, Teachers of English to Speakers of Other Languages (TESOL) revised their K-12 standards, which are utilized by many states for their ELL standards, to focus on the acquisition of academic language. TESOL (2009) officials stated that the current standards reflect an interaction with the national standards of content-specific organizations, such as the National Council of Teachers of Mathematics (NCTM), to place a focus on the acquisition of academic language proficiency (TESOL, 2009).

2.3.2   Instructional Approaches that Support the Learning of ELLs

As discussed earlier, each state in the United States can determine which instructional program that they want to use with their ELLs. Some states, such as Texas, still support bilingual education. However, in the past two decades nearly half of the 50 states have passed laws in support of the English Only movement. Laws such as these limit services in the ELL native language, putting pressure on schools and teachers to push language minority students into mainstream classes prior to the development of their English proficiency (Beykont, 2002). The majority of states use some form of English as a Second Language (ESL) programs.

2.3.2.1 Quality Teaching for English learners (QTEL).

Although there are various kinds of programs used to educate ELLs, it is widely believed that scaffolding is important for the success of language acquisition. Scaffolding is an important feature of the Quality Teaching for English Learners (QTEL) program developed by Walqui (2006). Based primarily on Vygotsky's (1978) work, scaffolding allows the expert to support the learning of the novice. Scaffolding occurs within the zone of proximal development (ZPD), and includes collaboration and interaction between participants. The features of instructional scaffolding for ELLs were refined by Walqui (2006) and include:

- Modeling: giving clear examples to students so that students may imitate. For example, a teacher may rephrase a sentence for a student so that they may repeat it in comprehensible English.

- Bridging: giving students the opportunity to connect prior knowledge with the new information being taught; for example, establishing a personal link between the student's personal experiences and the theme being taught.

- Contextualizing: making explicit to students the differences between everyday language and that used in academic situations; for example, embedding English content vocabulary in a sensory context such as when using props, photos or manipulatives.

- Schema building: explicitly teaching the connections between known and new concepts. For example, prior to beginning a lesson, ELLs can be called into a small group and new vocabulary and concepts taught.

- Re-presenting text: teaching students how to transfer the linguistic constructions found in one genre into forms used in another genre; for example, taking a

segment of a social studies text and allowing students to present it as a play or narrative so as to better understand the content.

- Developing metacognition: supporting students as they manage their thinking and learn to use higher level thinking strategies, for example, the use of Brown and Palinscar's (1985) Reciprocal Teaching methods. In Reciprocal Teaching, students are taught to deliberately follow a process to read, summarize, question, and predict while reading so as to process the material more accurately and thoroughly.

Working with Ofelia Garcia for the QTEL project (WestEd, 2010) she developed an observation protocol which emphasizes following the guiding principles and goals.

Sustain Academic Rigor: The theory is to not "dumb down" the curriculum for ELLs. Instead, scaffolding the student will allow them the opportunity and the access to a more challenging learning experience. There are three goals for sustaining academic rigor: promoting deep disciplinary knowledge, engaging students with concepts and skills, and engaging students in higher order thinking. Teachers must understand how to socialize the student into the particular discipline that is being taught and to support the student's learning (Shulman, 1987; Vygotsky, 1978).

Hold High Expectations: The goal here is to not just change from low expectations to high expectations for ELLs, but instead for the teacher to understand what supports are needed to accompany those high expectations so that the student will be success. Goals to work towards are to provide the same sorts of complex assignments for all students so as to engage each in higher order thinking. All students must be considered capable of engaging in complex work and thinking. Thus, each student has a task to complete that is of equal importance. Students

must all understand that a high quality of work is demanded for everyone, not just those doing a higher level assignment.

Engage Students in Quality Interactions: While students are engaging with their peers and their teachers, the emphasis should be on the quality of the interaction.

Sustain a Language Focus: The language communication between ELLs and others should be amplified instead of simplified. The goals here are for language learning to be promoted in meaningful contexts so as to be more comprehensible and also for the language of the various disciplines to be used widely. This sort of communication certainly occur without error, however, these are addressed in a judicious manner so as to support students.

Develop Quality Curriculum: The fifth principle that guides the QTEL project is the curriculum that is the anchor to what is taught to students. This could be textbook- based or teacher designed lessons that must be taught in a comprehensible manner to all ELLs so as to allow equal access to the material that students must learn. Opportunities must be structured by incorporating the other four principles in teaching and the use of scaffolded strategies.

The QTEL project is increasingly being used in different parts of the United States. However, the most widely used instructional program, perhaps, is the Sheltered Instruction Observation Protocol (SIOP) model described below.

2.3.2.2 The Sheltered Instruction Observation Protocol (SIOP)

Although a number of programs have been developed to support student's acquisition of English, the most widely recognized and implemented is the Sheltered Instruction Observation Protocol (SIOP) created by Echevarria, Vogt, and Short (2000). The SIOP model operationalizes a sheltered instruction approach by providing teachers with a model for preparing lesson plans and implementing those plans in a manner that allows instruction for ELLs to have the opportunity to

meet grade level standards. The SIOP model is designed as an approach to extend the time that students have for getting language support services while, at the same time, allowing them to have a preview of content subjects. The SIOP model supports students as they work to acquire academic English, which includes semantic and syntactic knowledge as well as proper usage. Teachers who have been trained to use the SIOP model explicitly calculate the amount of English they will use in a lesson, while planning to use comprehensible language supported by such resources as visuals, demonstrations, graphic organizers, and previewing.

When effective SIOP lessons are implemented, students are actively engaged and interact with not only the teacher, but classmates as well. Elaborated discourse and higher-level thinking skills are a goal for all ELLs. Students are given many opportunities to learn how to negotiate meaning and to become a part of the classroom community. Students are allowed to interrupt so as to ask for clarification. When taking part in meaningful activities, the students' affective needs are considered as well because creating a risk-free environment is a critical element.

Because the proficiency levels of students vary, teachers are trained to offer multiple opportunities for students to demonstrate their understanding of content and of the English language. Projects and portfolios are encouraged for monitoring student progress in addition to required formal assessments. Teachers are advised that it is also important to work a student's level of proficiency and to supplement with materials such as adapted texts, computer programs, and audiovisual materials. The SIOP model is designed to be flexible and to work for a range of students and in varied environments (Echevarria, Vogt, & Short, 2004).

2.3.3 Supporting ELLs as They Participate in Classroom Discourse

According to Haneda and Wells (2008), learners of a second language do not have the same types of early experiences with academic language as their English-speaking peers. Thus in order to be successful, it is extremely important that they are given numerous opportunities to participate in dialogic interaction. Even though a variety of speech genres are represented throughout the school day, students, if engaged, will learn how to converse since the meaning is co-constructed as students collaborate with peers. By engaging in dialogic interaction, students are being provided with 'comprehensible input' (Krashen, 1985), as well as, engaging in genres that introduce the language of academic disciplines (Schleppegrell & Columbi, 2002; Scarcella, 2003; Schleppegrell, 2004).

Related to providing opportunities for ELLs to talk with peers is the opportunity for ELLs to learn vocabulary needed to support that talk. Vocabulary acquisition begins on the oral level as children develop and listen to the words being spoken in their environment. As the child gets older, the acquisition of vocabulary is increasingly influenced by reading. Although reading introduces an abundance of new words to young students, instruction from teachers must focus on how to bring attention to new words. For students who do not participate in wide reading or who are not read to by an adult, vocabulary development is not as extensive.

Beck, McKeown, and Kucan proposed that vocabulary words could be separated into three levels which they called Tier I, Tier II and Tier III words. Tier I words are the most basic kinds of words, rarely requiring a great deal of instruction about the meaning. Words such as *clock* or *sunshine* are examples. Of course, with ELLs these words, if unfamiliar, would need to be explained to the student. Tier II words are high-frequency words that more experienced students use and are those words that cross many content domains. Words such as *inquire,*

resolve, and *evidence* are Tier II words. Instruction of Tier II words can be very productive and takes place in many school districts under the term "robust vocabulary." Tier III words are words that have a much lower frequency of use and tend to be limited to specific domains only. Most often these words are needed to be learned for a specific reason or time and is usually not used much after that situation (Beck et al., 2002). Words such as *electron* or *hydrosphere* are examples.

It is important for teachers to use instructional strategies that make vocabulary words come to life for their students.   If students merely look up definitions in a dictionary, some of which they may not understand, and then never use the word again after the time that it is being studied, the repertoire of vocabulary for most students will not increase. Students should not merely engage with words by themselves, but, instead, have direct instruction and discourse about the meaning of the word and many opportunities to use the word in a variety of contexts in order to acquire ownership (Beck et al., 2002).

In addition to understanding the importance of making vocabulary instruction effective, teachers must also be able to explicitly teach the functions of language that apply throughout the different disciplines. Modeling various genres of speech and explaining their proper use will scaffold instruction for ELLs who find it difficult to infer meaning without fully comprehending the structure of the language. Students are expected to infer, to draw conclusions, to compare and contrast, and to persuade in discourse and in their writing. As students are learning the English language they are required to use a variety of linguistic forms in order to master academic skills (Lucas, Villegas, & Freedson-Gonzalez, 2008; Schleppegrell, 2001)

Such connectives as the combination of *if/then* requires a student to understand the role that each of these words plays in conveying the message properly.   Awareness of varied

linguistic options that could potentially create alternative meanings in a message is important (Snow & Uccelli, 2009). The possible confusion with *if* and *then* can be seen in the following example;   *If* I am in town, *then* I will come to the game. The first part of the statement that includes the word *if* influences the outcome that includes the word *then*. A student that does not fully comprehend this statement because of a new linguistic pattern would not understand the intended message.

Providing effective instruction that is not prescriptive is a challenge for the classroom teacher and the ESL teacher alike. Giving students opportunities to engage in language and to practice in a secure environment is necessary. Planning for this explicit instruction may be more successful when teachers collaborate and support each other as they learn effective instructional approaches.

2.4   COLLABORATION IN LEARNING COMMUNITIES THAT SUPPORT ELLS

The practice of collaboration can be effective and essential to the learning community of a school district. Possibly the most prevalent collaborative relationship, regarding the instruction of ELLs, occurs between the teacher in whose classroom the ELL has been placed, and the language support teacher who usually directs a pull-out program for small groups of ELLs. In most cases, this support teacher, usually an ESL teacher, is considered to be the "expert" with the knowledge of various strategies to scaffold for the student as they progress in their acquisition of English. Collaboration may also occur between other specialists in the school district or school,

and between teachers, administrators, and those charged to deliver professional development sessions during times of school reforms or transitions.

A great deal of learning must take place in a school district in a time of reform or transition. Oftentimes, the consistent increase in ELL enrollment may motivate administrators to implement reform in order to successfully pass through the transitional period when infrastructure changes are beginning to be implemented. When new programs are implemented, it cannot be assumed that teachers fully comprehend the fundamental aspects of reform. Teachers' learning plays a significant role in the implementation of new practices and approaches to instruction (Spillane, Reiser & Reimer, 2002; Stein &Coburn, 2008). Lave and Wenger (1991) identified the varied learning communities in a school district as "sites for learning." During a time of transition these learning communities may overlap as novices and experts learn from each other and begin to collaborate to make meaning of new policy or the implementation of new instructional approaches (Stein & Coburn, 2008). A goal of a district in transition is eventually have all learning communities aligned so to be highly effective.

In the nested community of a school district (Hubbard, Mehan, & Stein, 2006), members may be directed to collaborate as a mandatory piece of the district reform or collaboration may just be considered a good idea. Whether or not teachers collaborate with others for learning purposes depends oftentimes on how the concept is approached. While investigating teacher learning, Stein and Matsumura (2008) suggested that the "culture of most schools needs to be renegotiated in more collaborative terms" (p. 21).

Collaborating takes a great deal of effort on the part of the members of the school learning community. While researching the collaboration between mainstream teachers and special education teachers, Hargreaves (1994) found that there could be a resistance to advice

between the person considered to have the expertise in the relationship and the person labeled as the novice. Successful collaboration between the ESL teacher and the mainstream teacher is considered to be an attribute of an exemplary teacher of ELLs. This collaboration should include understanding how to integrate the ELL into the mainstream classroom, the use of varied instructional strategies, the ability to use the student's background knowledge and to provide ample opportunities for the student to participate in learning to speak, listen, read, and write (Maxwell-Jolly & Gandara, 2002).

2.5   ACADEMIC ACHIEVEMENT OF ELLS

A great deal of tension exists around the testing of ELLs nationwide. Two very different mandates were given to states under the NCLB Act: assess the progress of ELLs learning of the English language and, at the same time, hold students accountable under the same standards for math and reading proficiency as required for native English speakers. Many researchers agree that academic proficiency of the English language could take from five to seven years, much longer than the one year that students are allowed under NCLB (Hakuta et al., 2000; Thomas & Collier, 1996).

In a recent report by *Education Week* (2009) the achievement of ELLs fell below that of their English-speaking peers throughout the country. In a review of the results of state-developed assessments, the percentage of ELLs scoring proficient or above (using grade 4 and grade 8 averages) was 43.8% compared to 67.4% for all students. In reading, the gap was wider with the percentage of ELLs scoring proficient or above at 38.2% as compared to all students at

70.5%. Results from the National Assessment of Educational Progress (NAEP) showed somewhat similar gaps in fourth and eighth grade averages. In math, the percentage of ELLs scoring at proficient or above was 9.6% as compared to 34.8% for all students. In reading ELLs scoring as proficient or above was 5.6% compared to 30.4% of all students (*Education Week*, 2009).

As each state developed a set of high-quality academic assessments under the NCLB Act, they also became responsible for reporting adequate yearly progress (AYP) in terms of the percentage of students who score at proficient or above on yearly assessments. AYP must be reported for various subgroups of students, one of which is comprises of ELLs or limited English proficiency students (LEP). Abedi (2004), noted the importance of the understanding the inconsistency in LEP classification across and within states, affecting the accuracy of AYP reports. In addition, some districts and states do not have a large enough number to report LEPs as a subgroup, possibly skewing outcomes of testing. Possibly the most pressing issue is the instability of the LEP subgroup, since a student's status is not stable over time. Once students are mainstreamed into the English classroom, they are no longer classified as an ELL. Those who remain in the subgroup are newcomers and generally low-performing students who affect the ability to improve the AYP indicator (Abedi, 2004).

For years, especially with the demands of NCLB testing, many educators have resorted to "teaching to the test" so as to reach AYP in their particular school or district. Nowhere is this practice of teaching to the test more prevalent than in the impoverished schools that enroll large numbers of poor, minority, and ELL students (Crawford, 2004).

Since Latino students make up about 75% of the ELL population nationwide and achievement gaps continue to be present, much focus has been on this particular ELL subgroup.

Latinos have become the largest and fastest growing minority group in the United States, rising from 12% of the population in 2000 to 14% in 2004. The Statistical Brief from the National Council of La Raza (2007) paints a dismal picture of Latino educational experience. For example:

- Latino three-five year olds are less likely to be enrolled in preschool education than their black and white peers and are underserved in Head Start programs.

- Grade retention among Latino students is linked to high school dropout rates. Latino 16 to 19-year-olds who drop out of high school are more likely to have been retained than those completing high school. Latinos are significantly less likely to complete high school than their white peers.

- Latino and black high school students are less likely than whites to be enrolled in advanced placement math and science classes.

- Schools serving Latino and other minority students offer fewer rigorous academic courses.

- Latino and blacks represent a small proportion of the student population enrolled in gifted and talented programs.

- Latino and black students are less likely to be enrolled in school of higher education than their white peers.

2.6   CONCLUSION

Increased numbers of ELL students across the nation suggest that most teachers will be instructing ELLs at some time in the near future. Teaching students whose native language is not English is not a familiar practice to many teachers. The need to expand pedagogical practices to include effective strategies to support the academic achievement of ELLs and to meet the social and cultural needs of students is apparent to many teachers.

Because there is a growing number of Latino students in the United States and because their academic performance is below that of their peers, an investigation of how ELLs are being supported is a compelling question.

The goals of this study were two-fold. First to investigate the historical development of the school district's model for supporting ELLs and those who teach them. Secondly, the goal was to find out how this model was implemented in a Regional ESL Center and how effective the model was in supporting the academic success of ELLs and student achievement.

3.0   CHAPTER III: THE HISTORICAL DEVELOPMENT OF THE FOCAL SCHOOL DISTRICT'S MODEL FOR INSTRUCTING ENGLISH LANGUAGE LEARNERS

This chapter addresses the following research question: What is the historical development of the school district's model for supporting ELLs and those who teach them and in terms of personnel, instruction, assessment and accountability, and outreach.

3.1   THEORETICAL PERSPECTIVES

This study is grounded in three theoretical perspectives: positioning theory applied to educational settings as articulated by Harre and van Langenhove (1999), the sociological theory of sensemaking discussed by Weick (1995), and the sociocultural theory of Vygotsky (1978).

One could perceive the analysis of documents as the analysis of historical artifacts, or "tools" that are used by individuals to communicate, to control, and also to reach specific goals. Documents are often products of collaboration, in the case of this study, collaboration amongst groups of educators and administrators in a school district, and can be used to influence or to master others within the social or historical context that they exist (Vygotsky, 1978). The need for historical change can arise at a particular moment, in this case, at the moment when a

comprehensive school reform was deemed necessary. The interactions that stemmed from this need for change were sociocultural in nature, and participation in the conception of the ideas that would be communicated through the documents took place in newly formulated learning communities (Vygotsky, 1978). The historical, social, and cultural contexts foregrounded in Vygotsky's theory becomes important to an entire school district as transition occur over time and changes or reform are implemented in the district.

When changes begin to occur those affected by the change begin to take a position based on their prior knowledge, their culture, and their past experiences. According to Harre and van Langenhove, positioning theory is "the study of local moral orders as ever-shifting patterns of mutual and contestable rights and obligations of speaking and acting" (1999, p.1). The concept of positioning supports researchers in efforts to understand how participants position themselves in interactions and how different positions are imposed on participants by others. Thus, when learning communities are formulated to work on an extensive project, such as a comprehensive school reform agenda, who is chosen to be part of that work group influences the positions that are taken within the group and eventually the positions of those who the agenda will affect.

Positioning theory plays an important role in this study. The omission of the district's ESL Curriculum Supervisor from strategic planning sessions that would project needs and plans for the district through 2014 indicated the position that decision makers took regarding the instruction and learning of the district's ELLs. The marginalization of those in the district's ESL department, as well as the marginalization of the PDE ESL department hindered limited their advocacy for ELL's needs and the opportunity for decision makers to understand ELLs position in the Regional ESL centers. Student's opportunities for educational parity can be expanded or limited depending on the position of district decision makers (Yoon, 2008).

In the course of taking a position on a particular issue that incites the need for a decision making, those involved must also encounter the process of sensemaking. Various pieces of information are selected to support the need for a comprehensive school reform agenda. The cultural and historical background of a school district influences the manner in which its members interpret information and choose to act (Weick, 1995; Coburn, 2005). The norms of the school, and the district, can shape how decision makers respond to new information and how they connect to the need for new policy provisions (Coburn, 2004). In the case of this study, a decision maker can choose to overlook some information or to consider it inconsequential, thus taking the position that there is no need to prioritize the information.

In the following section I discuss the methodology used to complete a document analysis of national, state, and district sources.

3.2   METHODOLOGY

Prior to proceeding with my plans for a case study of one of the Regional ESL Centers, it became essential for me to gain insight into the historical development of the centers. Information was available in various national, state, and PPS documents; therefore, a document analysis was a reasonable methodology to employ.

The documents that I chose to analyze allowed me to reconstruct a series of events that resulted in the opening of the Regional ESL Centers in 2005, and then to track what occurred from that time until the time of the study in the fall of 2009. The document analysis revealed the rationale for the school district's model for instructing ELLs, its development, and the decision

making that occurred resulting in the current structure of the centers. Document analysis also provided the opportunity to maintain a "chain of evidence" so as to increase reliability of the data (Yin, 2009).

Although a limitation of document analysis is the lack of opportunity to interact, as in an interview or observation, the strengths of using the methodology of document analysis in this study far outweighed the limitations. Documents were able to provide me with a great deal of information that could not otherwise be observed. According to Yin (1994), documents allow a researcher an opportunity to review information that is most often accurate, reliable, and details an event or the implementation of policy. The analysis of documents gives a view into the history of a particular organization which, in the case of this study, was the focal school district (Yin, 2009; Miles & Huberman, 1994).

I identified documents regarding the comprehensive school reform plans that influenced the ESL program, in addition to documents from the Pennsylvania Department of Education, and Title III of NCLB. I hypothesized that I would find an important connection between the infrastructure of the ESL program in the focal school district and program information on the state and national levels. By organizing many archival sources with an analysis of documents I was able to engage in "explanation building" by analyzing the nexus among these three data sources.

3.3   PROCEDURES

The first documents secured and analyzed were from the school district's ESL Department. These documents were analyzed to understand what information was distributed to administrators and to teachers regarding the instruction and learning of ELLs. To understand the transitions taking place in the district's ESL Department it was essential to analyze many of the documents that were produced by the school district during the various stages of the district's comprehensive reform.

Since the regional centers were created at the time of district restructuring or "right-sizing" as it was called, I wanted to find out if the growing number of ELLs in the district and the Regional ESL Centers were considered a part of the restructuring plan that was entitled Excellence for All. After analyzing documents from the ESL department and the district's reform agenda, I turned my focus to an analysis of documents from the state of Pennsylvania regarding the instruction and learning of ELLs so as to find evidence of the interaction and support of each of these educational units: the district ESL Department, the focal school district, and the state of Pennsylvania. One representation is as a nested structure, with each unit supporting the other. Hubbard, Mehan, and Stein (2006) posited that "learning that spans the boundaries of the various layers of communities - learning that occurs within what we call "intersection encounters" - is the most fragile (p. 239)." Since the ELL population had been growing steadily in Pennsylvania for many years, I wanted to investigate what learning was taking place at the intersections between the district, the ESL department, and the state. Also, I investigated what guidance was available from the state and the school district to support the ESL Regional Centers as they became the new home for the district's ELLs.

How the ESL program evolved over time was useful in ascertaining its institutional validity. It also provided an opportunity to review practices within the program design that was intended to provide support (Gall, 2007).

The strength in using documents for analysis is that they already exist and those that are open for the public to review are easily attained in an unobtrusive manner (Merriam, 2002). I found this to be the case in my research since all publicly released documents were very conveniently located on the school district website and the website of the Pennsylvania Department of Education (PDE). In the following section, I summarize the data sources that were used to obtain the information that was analyzed for this study.

3.3.1 Data Sources

A total of 40 sources were the data for this study. I separated these sources into three areas: national sources, state sources, and school district sources. Media sources (newspapers) were also consulted for information that was used to inform the public. Appendix A displays the major data sources consulted.

National Data Sources

I began my investigation by reviewing Title III of NCLB. There are a number of provisions in Title III that pertain to the education of ELLs, particularly assessment and funding regulations. For the purpose of this study, I first reviewed the section entitled, English Language Acquisition, Language Enhancement, and Academic Achievement Act. To summarize, highly qualified teachers should be instructing ELLs in such a manner to assure that they are able to meet the same challenging standards as their English-speaking peers. State and local education

agencies are to build capacity to provide high-quality programs to teach English to ELLs and to prepare them to meet academic standards.

State assessments given to all students would be one source to measure if the sub-group of ELLs were meeting such standards. Each state determined what number of ELLs would constitute a sub-group for national AYP reporting. In addition, each state was held accountable to report a yearly measurement of each ELLs progress in English proficiency in listening, speaking, reading, and writing. These assessments known as Annual Measureable Achievement Objectives (AMAOs) were to be reported to the state, and in turn to the NCLB officials for every ELL student.

In general, the provisions and requirements outlined in Title III are summarized and divided into four major components: personnel, instruction, assessment and accountability, and outreach. The personnel component includes providing high-quality professional development so as to build capacity and improve instruction of ELLs. This PD should be based on scientifically based research proven to improve to be effective with ELLs. The instruction component encompasses the model that is used to teach ELLs, the curricula, and overall instructional quality. The assessment and accountability component details reporting regulations regarding the assessments of ELLs. States and districts are accountable to meet all annual measurable achievement objectives. The outreach component discusses the necessity to communicate with parents in a language accessible to them plans for the instruction of their child.

In addition to understanding the provisions of Title III it was important for me to investigate other national sources of data as well. Three websites were especially informative for gathering national and state statistics concerning ELLs. I referred to (a) National Clearinghouse

for English Language Acquisition (NCELA), (b) National Center for Education Statistics (NCES), and (c) National Clearinghouse for Bilingual Education for further information (NCBE). NCELA provided much information about professional development, assessments and accountability, and state standards. NCES, run by the United States Department of Education Institute of Educational Sciences (IES), was a wealth of information regarding figures and statistics regarding ELLs nationwide, as well as numerous reports on the status of education of ELLs. NCBE is merged into the NCELA website and is a source for other reports regarding bilingual students.

Two IES reports regarding the preparation of teachers of ELLs in both the Central Region (Colorado, Kansas, Missouri, Nebraska, North and South Dakota, and Wyoming) and the Appalachian Region (Virginia, West Virginia, Tennessee, and Kentucky) were very informative to this study. Both outlined the status of districts in the aforementioned states regarding their preparedness to offer ELLs the education that was outlined in Title III. State policies are discussed in these reports of states with emerging ELL populations (Zehler et al., 2008).

Lastly, I reviewed newspaper articles that pertained to key issues in this study. Two of these articles concerned complaints about the school district made to the Office of Civil Rights (OCR). One complaint, made in 2000, charged the state of Pennsylvania with disregarding the civil rights of ELL students by not requiring a state certification for ESL teachers. In 2005 another complaint was made to the OCR and regarding the civil rights of Somali students in the school district. Both of these articles appeared in *Education Week*. Another article that I reviewed, "Remade in America", was a series of reports published in the *New York Times* in 2009 concerning the status of ELL students in the United States.

State Data Sources

Since I wanted to get a picture of the state of Pennsylvania's position on educating ELLs I decided to review the state data sources in chronological order. Although the majority of all of the documents that I analyzed where published between 2005 and 2009 it was necessary for me to review two state documents from 2002 because of the nature of the content of these documents. One of the documents written in 2002 was the *ELL Program Guidebook*. This guidebook was an outline for districts to follow when beginning their ESL programs. It explained policies related to the education of ELLs, as well as compliance issues of importance. The other document from 2002 was the *ESL Program Specialist Competencies*. This was a PDE document that listed each of the competencies that an ESL Program Specialist was expected to have completed prior to being awarded their program specialist papers. An update or revision to either of these documents did not exist in 2009.

In 2007 a document outlining exit criteria for ELLs moving from the ESL program to the mainstream program was published. The criteria were presented as a list of requirements that an ELL had to adhere to prior to being exited from the ESL program. The English Language Proficiency Standards were also published in 2007. These were available on the PDE website and were standards that were said to meet NCLB requirements by providing a framework for standards-based instruction and assessment. These standards were a supplement to the state standards for all Pennsylvania students. The current documents that I reviewed were a group of Professional Development handouts that were found on the PDE website, the ESL Professional Development Plan, and the *Basic Education Circular*. The PD handouts were a group of archived materials from various PD sessions facilitated by the state. The majority of these documents were regarding compliance issues and assessments and accommodations for testing. The ESL PD Plan was for the 2009-2010 school year. It listed each of the PD sessions that the

state offered during the year. The last state data source that I reviewed was the Basic Education Circular. This document was updated in the spring of 2009. It included an outline of key information for teachers and administrators such as how ELLs are identified, compliance requirements, programming and Title III provisions.

School District Data Sources

The largest number of documents that I analyzed came from the school district website. With the district going through a comprehensive reform many documents were on the district website in an effort by the district to be transparent with their plans for changes. Again I chose to review these documents in a chronological order. Some of these documents were reports that were requested by the school district from outside agencies, others were written by district administrators, and others were written by Mr. Moreland, ESL Curriculum Supervisor, in the ESL department.

A Strategic Plan for 2002-2007 included an outline of district plans for Performance Excellence in all schools. When the new superintendent was hired as the district superintendent in 2005, he commissioned was given the *2005 District Performance Study* document which was a report from the State of Pennsylvania highlighting the improvements that had to be made in the district to prevent a possible takeover from the state. The *District Improvement Plan* was then written in the latter part of 2005 and outlined the school district's plan to make the state recommended improvements. The new superintendent then commissioned RAND and The Great City Schools organization to perform a needs assessment for the district. RAND's report, *Assessing the Performance of Public Schools in Pittsburgh,* made many suggestions for changes in the district that could increase student performance. The Great City Schools report made similar recommendations in their report published in early 2006.

44

Both of these reports were followed in 2006 by the *Excellence for All Reform Agenda*, thus giving a name to the comprehensive school reform agenda. This document discussed changes that were to be made in the district in an effort to increase student performance. This document was followed by the *District Right-Sizing Plan* and the *District Empowerment Plan*, both written in 2006 as well. The Right-Sizing Plan announced the plan to close a number of schools in the district and the opening of Accelerated Learning Academies. The *Empowerment Plan* outlined the district's plan for improving student performance.

In 2007 another plan was written entitled the District Improvement Plan: Getting Results. This report was an updated version of the district plan for improvement plan. Then, in 2008, an updated version of the *Strategic Plan for 2008-2014* was released followed in 2009 by an updated version of the *Excellence for All Reform Agenda*. Following the announcement that the district would be awarded a $40 million Bill and Melinda Gates Foundation grant, the *Empowering Effective Teachers Plan* was published in late 2009.

At the same time that many of these documents were written and made public on the school district website, Mr. Moreland in the ESL Department was also adding information to the ESL website link. In this area I found the following publications to review: *ESL Handbook*, ESL Professional Development archived powerpoints, and various other points of interest on the ESL website for ESL teachers, mainstream teachers, students, and parents. I also reviewed a document entitled, *ESL Projections Through the School Year 2012-2013*, that was given to me by Mr. Moreland. This document outlined Moreland's proposed plans for improvement to the ESL department and his staff of teachers.

Along with the many documents that I have discussed, I also reviewed media sources in the Pittsburgh area. In 2007 a *Pittsburgh City* paper article, "Making the Grade", explained

changes that had occurred in the district since the new superintendent had taken over as superintendent. In 2008, a Pittsburgh Post-Gazette article, City schools increasingly must teach non-English speakers, highlighted the increase of ELLs. In 2009, I reviewed two articles, the "Some See Immigration Key in Pittsburgh's Future" (KDKA .com, April 22, 2009), and the *Pittsburgh Tribune-Review* article, "Pittsburgh black students' PSSA Scores Up" (November 29, 2009).

In the next section, I discuss how I chose to analyze each of these different data sources, what themes and categories emerged as they were analyzed, and how these themes were coded.

3.4   DATA ANALYSIS

In order to understand the developments in the school district related to ELL instruction and support, and to understand the historical development of the instructional model developed by the district. I focused on documents from 2005, the year in which the Regional ESL Centers were created, until 2009, when this study took place.

While reading each document I completed a Document Analysis Worksheet that I designed for this study. This worksheet was based on other worksheets designed by the Education Staff of the National Archives and Record Administration (retrieved September 2009, www.archives.gov/education). The Document Analysis Worksheet designed for this study (see Appendix B) allowed me to record the important content and also the percentage of each document that referred explicitly to the instruction and learning of the ELL population.

It was important to track the explicit points of reference to ELLs so that I could investigate where this group of students was positioned in the overall reform agenda. I realized

that the Regional ESL centers were created in 2005 and would no doubt go through a transition period in the initial years. However, I was interested in tracking the changes that had occurred, if any, in the infrastructure of the ESL program over five years and what effect those changes had on the district as a whole.

While I read each document the first time I took notes so I could retrieve important information in the text. Themes emerged once a few documents were read and I was able to begin the process of open coding (Merriam, 1998). Once each document was read one time I returned to my outlines and began to see more themes emerge, as well as connections among the different document sources: national documents, state documents, and district documents.

As I analyzed the documents I was guided by these driving questions: (a) why was the district model developed, (b) what were the important features of the model, and (c) how does the model address the components of Title III: personnel, instruction, assessment and accountability, and outreach?

Since most of the documents that I analyzed were a part of educational policy, it was important for me to synthesize how the district model met Title III requirements. Since I was analyzing state documents as well, I wanted to investigate if the position that the Pennsylvania Department of Education took effected the position that the district took regarding their response to the educational needs of ELLs.

Therefore my initial categories included the education components addressed in Title III of NCLB: personnel, instruction, assessment and accountability, and outreach. Initial themes were condensed to fit into one of these four categories to better understand how the district model addressed these important elements of education. I envisioned each of these components in this manner:

- Personnel – In terms of this component I coded for professional development and building capacity for teachers, administrators, and staff. I also included document content that discussed highly-qualified teachers.

- Instruction – In terms of this component I coded for instructional models, collaboration, data-driven instruction, effective instructional approaches, and culturally relevant and culturally responsive instruction.

- Assessment and accountability – In terms of this component I coded for academic achievement and policy or legislation that effected instruction, as well as, assessments and reporting for compliance.

- Outreach – In terms of this component I coded for communication with parents, community outreach, and culturally relevant activities.

As I coded the various categories I reflected upon the theoretical perspectives driving this study, the theory of sensemaking, positioning theory, and sociocultural theory. I hypothesized that many of the documents that I analyzed developed because of the process of sensemaking as it would apply to the comprehensive reform that was taking place when the ESL Regional centers were opened. The position that the district took when writing the documents that I analyzed would reveal their position regarding the education of ELLs. Furthermore, the position that PDE took on the education of ELLs no doubt affected the decision makers in the focal school district. In the following section I report the findings from the document analysis.

3.5   FINDINGS

My purpose in this chapter was to investigate the historical development of the district model for supporting the instruction of ELLs and for those who teach them. In order to best understand the development of the model I composed a timeline of events from the beginning of the comprehensive school reform until the time of my study in the fall of 2009 (see Appendix C). Piecing together this information in a chronological order enabled me to track the effect that the content discussed in one document had on the subsequent policy that was discussed in the next document.

The document analysis revealed a great deal about the connection between the Pennsylvania Department of Education and the school district regarding the instruction and learning of ELLs.   I was interested in estimating the amount of attention given to the instruction of ELLs, if any, in the documents of the reform agenda at the school district and the documents distributed by the state to support their districts with growing numbers of ELLs. In addition, since there was a great deal of emphasis on teacher effectiveness in the district, so I wanted to understand how the effectiveness of ESL teachers was addressed in district documents as well.

As a part of qualitative research practice, Yin (2003b) warned that "documents must be carefully used and should not be accepted as literal recordings of events that have taken place....that every document was written for some specific purpose and some specific audience other than those of the case study being done" (p. 87).   I found scant attention given to the growing number of ELLs in the Regional ESL Centers, including in the updated Strategic Plan that runs through 2014.

I proceed by explaining why the district model for instructing ELLs was first developed in 2005.   In early 2005 a District Performance Study on the administrative organization of the

school district suggested that they make vast improvements. The first step to beginning a comprehensive school reform was the hiring of a new Superintendent, and a new Assistant Superintendent. The new superintendent took charge and a District Improvement Plan began the reform agenda. He then commissioned Great City Schools and RAND to gather information to report on the state of the district and to identify needs that included a possible restructuring of city schools. The results presented in these reports pointed to the need to close a number of underused schools throughout the city. RAND recommend that the school district would study which schools would be closed to begin "right-sizing" the district to serve students and the community more effectively. This ignited the beginning of the comprehensive reform.

At this time the ESL Regional Centers did not exist. A review of documents showed that the idea to create the centers was considered by administrators as a solution not only to staffing problems in the ESL Department, but to add students to some city schools to prevent them being closed. Since restructuring was taking place throughout the district, administrators believed that it be an effective time to create the centers. Mr. Moreland, who had been promoted from a teaching position to the ESL Curriculum Supervisor, reported on the logistics of opening centers in areas of the city where many students were already attending their neighborhood schools. Moreover, the school district was settling the lawsuit brought against them by the Education Law Center who represented many Somali families in the district. Among other issues the lawsuit claimed that the school district was not providing accessible education to these ELLs based on the distance of their school from their neighborhood. One choice for a Regional ESL center was Century, a school that would house K-8 students, located in the center of the Somali community.

An additional factor was a report by Moreland stating that the manner in which the school district was supporting ELLs in various schools across the city was costing the district

unnecessary money. Itinerant teachers were servicing children in schools that sometimes only had one or two ELL students. Time spent traveling from school to school took away from valuable instruction time, as well as an opportunity to collaborate and support mainstream classroom teachers, the majority of which had no previous experience instructing ELLs.

Combining the problem budgeting for many itinerant teachers, the OCR complaint from Somali families, and the plan for 'right-sizing' an effective solution for the district was to open Regional ESL centers in selected schools. The Assistant Superintendent approved the opening of the Regional ESL Centers and Moreland began to have meetings with principals of the proposed center schools. Prior to coming to the school district, the assistant superintendent had worked in districts with far greater numbers of ELLs and was familiar with this population of students. Moreland was supported by the assistant superintendent to move forward with the Regional ESL centers as a segment of overall district "right-sizing."

Prior to the opening of the 2006-2007 school year the superintendent and his administrative staff announced the elements of the comprehensive school reform, named Excellence for All. This was called a 'four year road map' and included the closing of many city schools, the conversion of many other city schools in to Accelerated Learning Academies (ALAs), and a new rigorous curricula with the goal of improving the district's performance. Part of this plan was the opening of the Regional ESL centers that used the district model for instructing ELLs.

3.5.1 Summary of the Focal School District's Model for Instructing ELLs

As I describe the district model for instructing ELLs in the district's Regional ESL Centers I will also discuss how the district model aligns with each of the four key components of ESL

programs outlined in Title III. It is important for any ESL or bilingual program to have a plan for, (a) providing professional and knowledgeable personnel for teaching and working with ELLs, (b) selecting an instructional model for teaching, (c) assessments and other requirements that make the district accountable for reporting to the state, and (d) an outreach program to communicate with the families of their ELL students. Since enrolling students is the initial task of a school district, I begin with the assessment and accountability component. It will be helpful to understand what happens from the time the student begins the registration process until the time they are placed in the program. The need for personnel and instructional needs bear greatly on this initial process.

3.5.2   Provisions for Assessment and Accountability

A Home Language Survey accompanies the registration package and helps to identify the ELL student. The student is then assessed for their English fluency levels and appropriately placed in a mainstream classroom and an ESL or bilingual classroom based on test results.

Many models exist to teach students who are acquiring the English language, while learning academic subject content in school. Although bilingual education is permitted by the state of Pennsylvania Department of Education, the model used with ELL students in the district is a pull out program implemented by ESL teachers. I will describe how a student is placed in the ESL classroom and proceed by discussing the important features of the program. The process used in the district at the time of the study aligns with the *Title III component of assessments and accountability.*

Upon registering at a school, students and parents are given a Home Language Survey. In addition to other questions, this survey asks: 1) What is the student's first language? 2) Does

the student speak a language other than English? 3) What languages are spoken in your home? If a language other than English is recorded on this survey, students must be tested for their English fluency. Pennsylvania is a part of the World-Class Instructional Design and Assessment (WIDA) Consortium. For this reason, the school district, like all other school districts in Pennsylvania, use WIDA assessment materials.

The student is given the WIDA-ACCESS Placement Test (W-APT) as a screener to calculate their level of English fluency and to inform decision-making about student placement in the ESL program. If a student is determined to be in need of ESL services, the next step is to calculate their level of English fluency. The student is assessed for levels of proficiency (beginning, intermediate, or advanced) in listening, speaking, reading, and writing.

A student's level of English fluency determines the amount of time that students are pulled out of their mainstream content-area classrooms to work in an ESL classroom. Beginning learners spend two hours a day with ESL instruction, intermediate learners spend one to two hours a day, and advanced learners spend one hour. In the school district, this is converted into class periods for easier implementation. Thus, at McLaughlin Elementary, beginners were with the ESL teacher two to three periods a day, the intermediate learners were with the ESL teacher two periods a day, and advanced learners were with the ESL teacher for one period a day.

According to law, ELL students in Pennsylvania are only to be taken from language arts class periods to receive language arts instruction in the ESL classroom. By law, students are not to be removed from any other content area class, lunch, recess, or specials classes to receive their ESL instruction.

Because class periods at McLaughlin are not exactly one hour in length, ELLs often leave after their mainstream teacher has already started the language arts lesson. On most days, they

also return from the ESL classroom prior to the end of the language arts instruction or group/individual activities.

When ELLs are not being pulled out for ESL instruction, they are in their mainstream content-area classrooms along with their English speaking classmates. As mentioned earlier, ELLs can only be pulled out during language arts class periods. Therefore, ELLs remain for all other content classes;- math, social studies, and science; and have no language support other than what is provided by the mainstream teacher. ELLs also join their classmates in special courses: music, art, and physical education.

Assessments are an important part of any model and, since Pennsylvania and PPS are a part of the WIDA consortium, general assessments for ELLs are distributed through WIDA. The school district, therefore, uses the Assessing Communication and Comprehension in English State to State test (ACCESS) for ELLs- as the mandated language proficiency test. As per Title III requirements of No Child Left Behind (NCLB), results from this test are reported to fulfill requirements to meet Annual Measurable Achievement Objectives (AMAOs) performance targets.

These performance targets include the following: (a) making progress toward English language as measured by the state English language proficiency (ELP) assessment; (b) attaining English language proficiency as measured by the state English language proficiency (ELP) assessment; and (c) meeting adequately yearly progress (AYP) as measured by the state content assessment (PSSA/PASA) (retrieved from www.portal.state.pa.us).

Once students are considered to be proficient enough to exit the ESL program, the PPS model follows the state exit requirements. These requirements include a score of BASIC on the Pennsylvania System of School Assessment test, a score of 5.0 on a Tier C ACCESS for ELLs

test, final grades of a C or better in all core subjects, and a comparable grade to BASIC in all district assessments. Once ELLs exit from the program, monitoring is required for two years, and appropriate records of student progress must be maintained. When reviewing state data sources I found that Pennsylvania communicates their assessment policies and their state exit criteria to Mr. Moreland, who in turns distributes the information to ESL center principals and ESL teachers. Much of this information is also found on the PDE website and in the Basic Education Circular. All school district teachers and administrators are able to access accountability information in the *English as a Second Language Program Handbook.*

The *English as a Second Language Program Handbook*, produced by Mr. Moreland, describes the district model and program. This handbook can be found online for any teacher, staff member, or administrator in the district (www.pps.k12.pa.us). Each ESL teacher and each Regional ESL center principal received a printed copy. The handbook initially outlines district accountability for ELLs and describes the Home Language Survey, placement assessments, parental notification information, and translation services. Grading policies are explained and a statement about retaining students if language was determined to have interfered with their academic achievement. The handbook emphasizes that all content areas other than language arts, the mainstream teachers were the teachers of record and would assign grades. These teachers were encouraged to adapt lessons for their ELLs so as to have a valid indicator of their progress and achievement. They were also encouraged to collaborate with the ESL teacher of record.

The *ESL Handbook* describes the district model as an ESL pull-out program and goes into great detail about English fluency levels of students and how to better understand the needs

of students on those levels. The handbook describes, in an easy to follow manner the laws concerning the accountability of instructing ELL students.

Requirements for testing based on state and district regulations were also described in the handbook. ELLs were to be a part of district-wide assessments, including grade-appropriate PSSAs, Terra Nova, benchmark tests, and other literacy-based assessments. Teachers are referred to the Pennsylvania Department of Education website regarding current adaptations and accommodations for testing. Regulations for the inclusion of ELLs in testing, as mandated under NCLB, are also outlined. As in any school district in the United States, the instruction and learning of ELLs is outlined in Title III of NCLB. Table 3.1 presents a summary of the features of the district model that align with the assessment and accountability component of Title III.

Table 3.1: ELL Identification, Assessment, and Placement in District ESL Program

Enrollment	A student must register as any other student entering the district. It is illegal to ask a student's family to show their birth certificate or a green card.
Home Language Survey	A Home Language Survey is given to all students who register. If it is returned stating that the student speaks a language other than English the student is tested to see if they qualify for ESL services.
W-APT Placement Test	The W-APT test is given to best calculate the student's level of English fluency: beginning, intermediate, or advanced English speaker.
Student is Placed	The student is placed in an English classroom for the majority of their school day and then "pulled out" for ESL instruction.
ESL Pullout	A beginning student is pulled out for ESL instruction for two class periods each day. An intermediate student is pulled out for one to two class periods each day. An advanced student is pulled out for one period each day.
English Instruction	Other than time spent in the ESL classroom, as described above, the ELL student spends the remainder of their school day immersed in English instruction with their mainstream content area classroom teachers.
Annual Measurable Achievement Objectives (AMAOs)	At the end of each school year each ELL student is tested to determine their progress in

	listening, speaking, reading, and writing in English. These test results must be reported to the state.
State Testing	ELL students are required to participate in state testing. Test results for the student's initial year in English instruction in the United States is not calculated into a school district's test results for the purposes of reporting to the state for Adequate Yearly Progress (AYP). Each subsequent the student's scores are included in the AYP report. However, elementary age ELLs in Pennsylvania are NOT reported as an aggregated sub-group unless there are 40 students in the grade. At this time, elementary ELLs are NOT reported as a subgroup because there are not enough ELL students to constitute a subgroup.

3.5.3   School District Provisions for Community Outreach

All of the above information must legally be communicated to a student's parent or guardian. It is the responsibility of each school district to provide translation services for parents to have access to the material in their native language if that need exists. Communicating with parents about the student's education is a key provision of *the outreach component of Title III.* Appropriate forms must be made available for parents to sign indicating that they understand that their child will be placed in an ESL program. A report of the W-APT test is given to parents and a description of the program is included as well. The ESL website provided a great deal of information for parents that could be translated in a number of languages on the website.

The home page of the district's ESL website outlines the features of the ESL program (retrieved from www.pghboe.net, 2009). Parents are told that ESL instruction depended on their child's level of English fluency and a description is provided of the classes offered to students. In addition, a feature the ESL website indicates that a feature of the district program is the support

given to students and families to become acculturated into the American culture and to learn in a student-centered environment.

The website has many links to inform readers and answer questions about ELLs. Links for parents include:

- **For parents of ESL students** - This link outlines enrollment guidelines for parents and links to the home site of the Regional ESL Centers. It also offers a list of answers to questions that may be more commonly asked by parents.

- **Translation Services** - This link discusses information about TransAct, the translation provider used by the district. This could be used by teachers to help with materials sent home to parents and for parent conferences.

- **Cross Cultural Information** - This link is a resource for information about many of the cultures that are represented in the district. It includes information about: Somali Bantu, Burma, Spanish speakers, Muslim students, and refugee students.

- **ESL Students** - This link allows students the opportunity to link to many academic and "just for fun" links.

- **Core Curriculum** - This link outlines the general core curriculum used by the district.

The ESL website has hundreds of links, answers to common questions, a general information for parents, students, teachers, and administrators. There are many useful links for students to use for supporting their English acquisition and to help with navigating the internet in English. In addition to the information mentioned above, an informational document for parents, entitled District Info Source: Parent and Family Engagement, June 2008 was translated into Spanish for distribution to all Spanish speaking students and their families. This document

highlights segments of the reform agenda such as the School District Promise and the Excellence for All initiative.

In addition to communicating assessment and accountability information to parents other outreach materials are also sent as well in hopes of supporting the family unit as they make efforts to assimilate into the school community and culture. In the following chapter I will discuss what I practices McLaughlin had to successfully support the needs of their many immigrant families.

3.5.4   School District Provisions for Professional Personnel and Instruction

My investigation efforts were constrained when examining the school district's articulation of their plans for providing highly qualified personnel, as well as effective instructional practices. The Title III components of assessment and accountability, as well as outreach were easy to conceptualize in the district program. I discovered that the explicit provisions to comply with the *personnel and instruction components* of Title III were not quite as transparent.

Both the RAND report and the Great City Schools report in 2005 and 2006 suggested that ELLs in the district should be supported as a sub-group with differentiated linguistic needs. Also the District Improvement Plan that preceded these reports suggested a plan to provide professional development for teachers specific to the instruction of ELLs. Each of these reports was written by outside sources, not by district personnel. Furthermore, these suggestions were made when the ELL enrollment in the district was approximately 200 students, before a more substantial growth began.

When analyzing the provisions for personnel and instruction it was important for me to look at documents from three data sources: the district ESL department, the district, and PDE. A review of district documents, beginning in 2006 with the *Excellence for All* document, and stretching until the fall of 2009 was quite revealing. Of seven key documents, written in this time period, only two mentioned ELL students as a group in need of any specialized linguistic support or in need of specified instructional support. Both the District Improvement Plan (December, 2006) and the updated version, District Improvement Plan: Getting Results (September, 2007) mention ELLs and their test scores as a separate group of students in need of support. There is no specific reference to ELLs in the text, only the inclusion of test scores in an appendix or graph.

The remaining documents gave no specific attention to the district's growing number of ELLs. These documents included, the original Excellence for All Reform Agenda from 2006, the Strategic Plan for 2008-2014, the 2009 updated version of the Excellence for All Reform Agenda, and the 2009 Empowering Effective Teacher Plan. The document entitled District Right-Sizing Plan from 2006, which inspired the opening of the Regional ESL centers, did not include any specific mention of ELLs or the ESL centers.

An further analysis of the 2008-2014 Strategic Improvement Plan which went through a final revision in July of 2009, a few months prior to my study, did not include plans specific to the instruction and learning of the linguistically diverse group of ELLs. Goals for student success explicitly addressed the disparity between African Americans and whites in the district and the need to narrow the achievement gap between these two groups of students. In this document there were references to culturally relevant pedagogy and the addition of activities in schools to 'meet the needs of African American students'. This Strategic Improvement Plan was

guided by a 'Teaching and Learning' team comprised of staff from various departments within the district and included administrators, and representatives from Special Education and the Gifted and Talented program. Mr. Moreland, the ESL Curriculum Supervisor, was not a part of this Teaching and Learning team and there was no evidence in the document that would indicate that there was anyone in the group to represent the instruction and learning needs of ELLs.

African Americans comprised 60% of the district population. The overall ELL population comprised a little over 2% of the district overall. However, the choice by district administrators in 2005 to cluster ELLs in Regional ESL centers around the city, pushed the 2% ELL enrollment up drastically in these specific schools. For example, McLaughlin, the focal school in this study, ELL enrollment approached 20% of the school population.

At the time of the study revisions were made to three documents: *Strategic Plan 2008-2014*, the *Excellence for All Reform Agenda*, and the *Empowering Effective Teachers Plan*, all written in 2009. When these documents were revised the emerging ELL community had grown by nearly 200% since the original document was written. However, the ELLs were not explicitly addressed in the Strategic Plan that is being used as a guide through the year 2014.

With no provisions to build capacity to effectively instruct the linguistically diverse group of ELLs in the revised Strategic Plan, I again reviewed the 2009 Empowering Effective Teachers Plan to search for a mention of the district's ESL teachers and mainstream teachers in the Regional ESL centers. This report discussed the $40 million Bill and Melinda Gates grant and the plan to increase overall teacher effectiveness in the district. It mentions district demographics and discusses the disparity between African Americans and whites. In addition culturally relevant and culturally competent pedagogy is discussed, along with efforts to differentiate PD for the district's teachers. However, no attention is given to the effective

instruction of ELLs and linguistically appropriate teaching practices. No plan exists in district documents for specific PD for the centers' teachers.

My findings were similar when I reviewed the PDE documents. I reviewed two documents that concerned the professional development opportunities to ESL teachers and to mainstream teachers. Available on the PDE website was a *Professional Development Plan for 2009-2010* and a number of printable handouts from archived PD sessions. The PD Plan offered a number of sessions, most of which were offered in the fall of 2009, which was the beginning of the school year. I counted 43 different sessions listed in the plan, 23 were pertaining to instruction and 20 centered on compliance issues. Some instructional PD sessions were English Language Proficiency Standards, Effective Literacy and English Language Instruction, and Response to Intervention. Most of these topics were repeated various times so the total number of different instructional topics in the plan was seven. Handouts were similar in that many could be categorized as a discussion of compliance issues. In fact, in the years prior to 2007 these handouts, derived from PD sessions, mostly dealt with compliance and Title III requirements. Table 3.2 summarizes the district documents that were analyzed and the amount of attention given to ELLs in these documents.

Table 3.2: Attention to ELLs in District Documents Associated with Comprehensive Reform Agenda

Document title	General content discussed in document	Date of publication Author	Total number of pages in document	Reference to equity and/or cultural relevance	Specific reference to English language learners	% of document referencing the instruction and learning of ELLs
Strategic Plan 2002-2007	Outline of plans for Performance Excellence	March, 2002 Board of Education and	1	3	Yes - general mention of equity in	No	0

	throughout the district.	Superintendent of Schools			education			
District Performance Study	A report from the State of PA regarding the district's performance	June, 2005 Legislative Budget and Finance Committee of the State of PA	69	5	Yes - Discussion of general demographics, statistics of high need students in connection to demographics	Yes - Plan to be made for PD for teachers of ELLs		<1
District Improvement Plan,	Plan made by district to make improvements based on needs assessment by state of PA	December, 2005 School District Officials	4	5	Yes - refers to ALL students being able to learn.	Yes - Plan to develop strategies to support most at-risk students, one group being ELLs, refers to sub-groups		<1
Assessing the Performance of Public Schools in Pittsburgh,	A report suggesting a number of changes that should be made in school district to increase performance	December, 2005 RAND	4	2	Yes - discussion of students as blacks and whites in reference to performance	No	1	< 1
The Council of Great City Schools Curriculum Audit Report,	A report suggesting a number of changes that should be made in school district to increase performance	February, 2006 Great City Schools	9	1	Yes -suggests that current District Strategic Plan should ensure that measurable goals include sub-groups, states that district doesn't comply with NCLB and list students	Yes - states that scores of ELLs are not acceptable		<1

				in sub-groups, District must ensure equity		
Excellence for All Reform Agenda,	Announces official name of reform agenda and discusses plans	February, 2006 School District Officials	Varied formats, ppt, news releases, report	Yes - discusses achievement gap between district's blacks and whites	No	0
District Right-Sizing Plan,	Announces plan to close schools, create Accelerated Learning Academies, etc.	March, 2006 School District Officials	Varied formats, ppt, news releases, parent letter, report	Yes - states that plan will promote socio-economic, racial programs	No - No mention of Regional ESL Centers	0
District Empowerment Plan,	Plan for improving student performance	December, 2006 School District Officials	39 - General report + 10 with Appendix G	Yes - discusses general equity, achievement gap between blacks and whites	Yes - Looks at ELL test scores in Appendix G, mentions that there are various groups in district: GT, Special Ed, ESL;	<1
District Improvement Plan: Getting Results	Updated version of plan for improvement	September, 2007 PA Department of Ed	212	Yes - Discusses culturally responsive pedagogy, discusses achievement gap between blacks and whites, discusses Title I but NOT Title III	Yes - indicates test scores for sub-group of LEPs	<1
Strategic Plan 2008-2014	An updated plan of strategy to	July, 2009 Final Revision	72	Yes - discusses plan to	No - no specific	<1

	increase student performance				reduce racial disparities, discusses raising academic achievement and to have culturally relevance in lessons, discusses Teaching and Learning teams, ESL Dept not included, states that African Americans will see increase in performance, states that activities will meet needs of schools, no mention of ESL programs	mention, all ESL education appears to be integrated into regular education	
Excellence for All Reform Agenda	An updated outline of the specifics of the plan for reform	November, 2009 School District Officials		5	Yes - discusses changes in disparities between blacks and whites, discusses progress of sub-groups, but does not list ESL or LEP	No	0
Empowering Effective Teachers Plan	A report discussing further plans for work with teachers to increase effectiveness, discusses 40 million Bill and Melinda Gates grant awarded to	November, 2009 School District Officials	7	6	Yes - mentions district demographics, discusses disparity between blacks and whites, mentions the use of culturally relevant and	No	0

	district			culturally competent pedagogy, discusses efforts to differentiate PD for teachers, NO mention of ESL - PD		

Although I did not choose to analyze every document on the PDE website I did review five more that were of particular interest to this study. A document outlining the specific criteria used to exit students from bilingual and ESL programs was a separate document, and this information was highlighted in the BEC. Also on the PDE website was a report on demographics statistics in the state of Pennsylvania regarding the ELL population. The current report was from 2007. English Language Proficiency Standards was a separate document that aligned with WIDA standards and was to be used as a complement to PA state standards to guide lesson planning.

A document entitled *Guidebook for Planning Programs for ELLs* was also on the PDE website, as well as the document outlining competencies for becoming an ESL Program Specialist. These two documents were especially important since they could be used as guides for districts to begin ESL programs and for teachers in training to become ESL teachers. However, both documents were published in 2002, when NCLB mandates were implemented, and have not been updated since. At the time of this writing a revised version of the ESL Program Specialist competencies is under review with PDE administrators but has yet to be officially altered.

I now turn to documents written by Mr. Moreland and his ESL department staff regarding personnel and instruction. The *ESL Handbook* was written by Mr. Moreland when the Regional

ESL Centers opened and had been updated many times throughout the years. This handbook included information for ESL teachers and mainstream teachers about the instruction and learning of ELLs. The Table of Contents of this document follows:

- Background/Introductory Information

- Working with English Language Learners in the School Setting

- ESL Programming

- Identifying Special Needs of English Language Learners

- Assessment of English Language Learners

- Appendix (includes forms, links for further information)

The *ESL Handbook* is distributed to all ESL teachers, administrators of the ESL Regional Centers, and is made available on the district website for all other staff to read. Each of the Regional ESL Centers comes under the direction of a different principal and it becomes the administrator's responsibility to require his/her staff to learn more about the instruction and learning of ELLs. In addition, principals need to request professional development sessions from the ESL department for the mainstream teachers at the school. This handbook included several pieces of information to support district teachers who had little experience teaching ELLs. The ESL website also had archived PD powerpoints for teachers to use as a resource. However, with PD regarding effective ELL instructional not readily available, a teacher would have to take the initiative to review this information in order to acquire some basic knowledge about ELL instruction.

In addition I was able to review a copy of Mr. Moreland's report, *ESL Projections Through the School Year 2012-2013.* This document was prepared in October of 2009, shortly before the conclusion of this study. Mr. Moreland was asked by his supervisors to project

growth in the ELL population in the district and to discuss the impact that this growth would have on his department. In the projection, ESL teacher needs were discussed, as well as textbook adoptions, curriculum writing, and translation services. The final section of the document addressed additional needs in the Early Childhood Department, Leadership Training, and School-based Professional Development.

As a result of the document analysis I gained insight into the historical development of the model for the instruction and learning of ELLs in the district. I discovered that (a) in terms of assessment and accountability, (b) in terms of outreach, and (c) in terms of personnel and instruction.

4.0   CHAPTER IV: IMPLEMENTATION OF THE FOCAL SCHOOL DISTRICT'S MODEL FOR ELL INSTRUCTION AT MCLAUGLIN ELEMENTARY, A REGIONAL ESL CENTER

This chapter addresses two research questions:

1. How is the district model for the instruction and learning of ELLs

     implemented in a regional ESL Center?

2. How effective is the model and its implementation in terms of:

   - Personnel

   - Instruction

   - Assessment and Accountability

   - Outreach

These will be discussed in the following sections.

3.6   THE SCHOOL DISTRICT MODEL

As explained in Chapter 3, the district model for instructing elementary school ELLs provides at

six regional centers. In these centers, ELLs are initially tested for English fluency levels with the

W-APT test and then placed in mainstream classrooms as beginning, intermediate, or advanced ESL-identified students. Since the model follows an ESL pullout program framework, students have daily instruction in the ESL classroom for varying amounts of time that fluctuates based on their level of English fluency.

In this chapter I investigate the implementation of the model in McLaughlin Elementary, one of the regional centers. The school names, as well as administrators, teachers, and students names are all pseudonyms. I begin by discussing the theoretical perspectives that guided this study.

3.7   THEORETICAL PERSPECTIVES

This study is grounded in three theoretical perspectives: positioning theory applied to educational settings as articulated by Harre and van Langenhove (1999), the sociological theory of sensemaking discussed by Weick (1995), and the sociocultural theory of Vygotsky (1978).

According to Harre and van Langenhove, positioning theory is "the study of local moral orders as ever-shifting patterns of mutual and contestable rights and obligations of speaking and acting" (1999, p.1).   The concept of positioning supports researchers in efforts to understand how participants position themselves in interactions and how different positions are imposed on participants by others. For example, in small group settings, such as those that occur in schools, students can position themselves, or be positioned by others, as competent and productive group members, or as marginal participants who are not expected to contribute. Teachers can position themselves in response to reform, transition, and mandates in their school districts. Teachers can also, intentionally or unintentionally, position themselves as they instruct and as they consider

their approach to instruction. They may expand or limit a student's opportunity for learning as well, depending on their thoughts about a student and that student's ability to learn (Yoon, 2008).

Two important views of positioning, as discussed by Davies and Harre (1990), are important to reflect on for this study: *reflexive positioning* and *interactive positioning*. *Reflexive positioning* refers to how some people choose to position themselves. Teachers' beliefs and attitudes, as well as their experiences, shape their relevant world view and explain how they choose to position themselves in their schools and their classrooms. Davies and Harre (1990) suggested that an individual's viewpoint is derived from their position in their environment. Thus, teachers could position themselves as a content teacher, a special education teacher, or, as in this study, as an ESL teacher. Some teachers position themselves as teachers of all students in their classrooms. Others do not.

Interactive positioning explains why individuals may position themselves in different ways according to a specific situation, or in response to the manner in which someone with whom they are interacting has chosen to position him- or herself. Teachers and students oftentimes react in response to how each has positioned the other as they interact (Harre & van Langenhove, 1999). The position that a teacher chooses to take with students affects their instruction. In addition, the manner in which teachers position themselves in response to changes in the school or district in which they teach may limit or enhance their instructional approaches in times of reform or transition (Adams & Harre, 2001).

Positioning theory plays an important role in this study. Oftentimes a school's ESL teacher is considered to be the expert when interacting with the classroom teacher. What position these teachers choose when they interact can dictate the instructional approaches used in the mainstream classroom, as well as the extent to which the two teachers collaborate. In

71

addition, the position the ESL teacher and the classroom teacher take in relation to one another may affect their perception of who has responsibility for the student's learning. If the two teachers are positioned in a positive manner, as teachers who strive to collaborate and learn together, they will both take responsibility for a student's learning. When collaboration does not occur, the mainstream teacher, most often, backs away from the responsibility position and the ESL teacher takes sole responsibility for the both instruction and learning for the ELL student.

Positioning theory is connected to the theory of sensemaking because as participants in the community of learners take a position and select information from the school environment, they make meaning and interpret that information, and then proceed to act upon the newly acquired information (Weick, 1995; Coburn, 2005). Teacher sensemaking does not occur in a vacuum; instead, it is influenced by colleagues, and those who are considered as leaders in the learning community, such as principals or district administrators. The conditions for learning in a district or in a school, influence teacher sensemaking and the position that teachers take when learning new information, such as when new policy or a new curriculum is implemented. In addition, the norms of the school may shape a teacher's response to new information and how much they are connected to new policy (Coburn, 2004).

As a classroom teacher attempts to position him-or herself alongside the ESL teacher, both are trying to make sense of what their responsibilities are regarding the education of the ELL student. These two teachers, as well as all members of a school's community of learners, consult the principal, who, in turn, may consult district administration in an effort to make sense of changes in instructional approaches, district and school policy, and curriculum.

Principals play an important role in meaning-making because of the influence that they have within a school's community of learners. Principals can be supportive and guide teachers

72

as they interpret new policy, new curriculum, new standards, and decide together what constitutes effective and necessary instruction for ELLs in both the mainstream classroom and the ESL classroom (Coburn, 2005).   Principals can influence the perceived coherence of changes in policy or curriculum.   Newmann, Smith, Allensworth, and Bryk (2001) assert that stronger program coherence emerges when a new instructional framework is implemented schoolwide.   Since teacher sensemaking is influenced by social interactions with colleagues as they, together, draw upon prior knowledge to interpret changes in the school environment, a schoolwide framework may support increased collaboration.   Participants in the learning community must mediate and make sense of what knowledge and experience they had prior to policy changes and the new knowledge that has been acquired (Coburn, 2005; Spillane & Diamond, 2007; Vygotsky, 1978).

Together with positioning theory and sensemaking theory, this study draws on Vygotsky's sociocultural theory (Vygotsky, 1978).   Vygotsky emphasized the importance of historical, cultural, and social contexts in considering interactions.   School is an institution that becomes a setting for social interactions among members of a school's community of learners. Schools, therefore, become the environment outside of a student's home community where literacy practices become a social process (Vygotsky, 1978; Gee, 1996). Vygotsky believed that social interaction is necessary to enhance an individual's inherited biological ability.   Through mediation, students move from their present stage of development to a more advanced stage. Vygotsky's idea of the zone of proximal development (ZPD) explained that collaboration with a teacher or peer could support a student's learning.   Therefore, teachers must make meaning of strategies that are considered best practices for teaching ELLs in order to understand how to scaffold students within their zone of proximal development.   Collaboration between mainstream

teachers and ESL teachers allows scaffolding for teachers as well, in their zone of proximal development, as they go through the process of sensemaking.

Participation in the classroom helps students to become a part of the culture in their learning communities (Vygotsky, 1978). Collaborative learning among students is also important for establishing the cultural context of a school. In addition, students acquire knowledge through imitative learning and instructed learning as they begin to learn the culture of the school. If the content to be learned is not comprehensible it is a struggle for students to excel and especially problematic when acquiring language that will allow them to participate in classroom discourse (Krashen, 1985; Scarcella, 2003; Haneda & Wells, 2008). Teachers may or may not become cultural brokers (Cooper, Denner, & Lopez, 1999) positioning themselves to assist, or scaffold ELLs so that they can better integrate into the environment of the school and their classrooms. Vygotsky's sociocultural theory posits that learning occurs through social interactions in multiple contexts. ELLs must navigate through the varied linguistic environments that they encounter throughout a school day and make meaning of the language and the content that they hearing, while, at the same time, adapting their own language use to fit each particular environment (Vygotsky, 1978; Nieto, 2002; Gutierrez & Rogoff, 2003; Orellana & Bowman, 2003).

Thus, the historical context of the school where students begin to participate in their learning communities is also relevant to the opportunities that students have to adapt their own language use. The culture of the school develops over time and evolves into a place where learning must be transmitted from the expert to the novice. Opportunities for students to learn may be based on the culture of the learning community that was created and developed over time (Vygotsky, 1978). Not only are students learning, but teachers as well are negotiating their

learning of the new information that comes with policy changes. The manner in which students are apprenticed into the system of the classroom, and the manner in which teachers decide upon how they are going to negotiate and identify possible tensions that come with change, is oftentimes based on the history and culture of the school environment (Gutierrez, 2002).

The historical, social, and cultural contexts foregrounded in Vygotsky's theory becomes important to an entire school district as transitions occur over time and changes or reforms are implemented in the district. In the next section, I describe the methodology for studying how the district model was implemented at McLaughlin Elementary.

3.8   METHODOLOGY

The present investigation was designed as a qualitative case study. As a research design, case study "investigates a contemporary phenomenon within its real-life context" (Yin, 2003, p. 13). A case study is suitable when investigating teacher sensemaking and observing how the various members of the school learning community position themselves in response to transition in a school and the school district (Merriam, 1998). The sections that follow provide a description of the context for this study and the rationale for choosing McLaughlin Elementary and five focal students. I continue with a description of the study participants, the data sources, and an overview of the analysis procedures.

3.9   CONTEXT FOR THE STUDY

At the center of this study is one of the six elementary ESL Centers in the district system, McLaughlin Elementary. Already home to a small but growing Latino population, McLaughlin Elementary was chosen to become a Regional ESL Center when the centers were first created in 2005. The opening of the centers at six different elementary schools took place at a time of a major restructuring initiative that encompassed the entire school district. According to James Moreland, district ESL Supervisor, an effort was made to analyze the population centers of the immigrant community within the city and to create centers nearby, so as to maintain a neighborhood school for the students and their families. Dwindling enrollment at McLaughlin, coupled with a projected growth in the local Latino community, made it a natural choice for an ESL Center.

Walking through the halls of McLaughlin Elementary a visitor might be surprised to encounter the multitude of students who come from lands far away from Pittsburgh. Located on top of one of the steepest hills in the city, McLaughlin was once home to children of immigrants from Italy, Poland, and Czechoslovakia. The children of those former students still make up a large segment of the school's enrollment. However, when the ESL Center opened at McLaughlin in 2005, the long-time residents of the area were joined by a new wave of immigrants from Mexico and Puerto Rico, as well as refugee students from Nepal, Burma, and Thailand.

In the 2009/2010 school year McLaughlin was home to 350 students in grades pre-kindergarten through fifth. Sixty of those students were ELLs speaking more than 10 different languages. That number, which constitutes nearly 20% of the overall enrollment of the school, is one of the largest percentages of ELLs in any school in Western Pennsylvania.

The walls of McLaughlin Elementary are filled with student work that highlights an emphasis on literacy skills, such as the use of robust vocabulary and student writing. Every classroom teacher has a substantial area outside of their classroom to showcase student work for all to see and enjoy. Many teacher-made signs speak to the various topics that students are studying. They also highlight the successes of students on the state standardized test, PSSA. Test information started to be displayed early in the 2009/2010 school year because of a district initiative to motivate students to work harder and improve test scores by them measuring themselves against their peers' test results. However, a survey of the PSSA charts revealed that the great majority of ELLs are in the below-basic categories in the third through fifth grades.

McLaughlin Elementary was chosen as the school site for this study because it was considered by Mr. Moreland, the district ESL Curriculum Supervisor, as the exemplary school of the Regional ESL Centers. Since I had indicated to Mr. Moreland that I was interested in carrying out the study in an elementary school, the middle schools and high schools were not considered.

Mr. Moreland considered McLaughlin Elementary to have a welcoming environment and to have a staff that had worked through the transitional issues of becoming a Regional ESL center.

I considered Mr. Moreland a very reliable source throughout the study. He had been the ESL Supervisor from the time that the Regional ESL Centers had opened and he was instrumental in the direction of the program. Prior to becoming the ESL Supervisor at the district, Mr. Moreland was an ESL teacher, a junior high Spanish teacher, and had held other teaching positions in the district. Prior to that, Mr. Moreland was a bilingual teacher in Florida

and spoke Spanish fluently. He had experience working with ELLs for more than 20 years and had a great knowledge of current research, as well as best practices in the field of teaching ELLs.

Prior to the selection of the grade level I discussed with Mr. Moreland the manner in which students were pulled out of their classrooms and the length of time devoted to ESL instruction. I learned that there were two full time ESL teachers at McLaughlin, one for grades K-2 and the other for grades 3-5.   I considered it best to work with the fourth grade students for a number of reasons.

Since I had taught all grades between pre-kindergarten and fourth grade, I believed that I had a thorough understanding of the literacy skills and instruction strategies that I would observe in any of these grades. Although I was very interested in early literacy practices, I believed that it could be problematic to observe in grades K-2. With students acquiring English as a second language and learning the processes of reading and writing for the first time, an abundance of variables could have an effect on the outcome of my analysis. Most of the fourth grade, Spanish-speaking students had been in public school in the United States since they entered kindergarten so I believed that they had experienced four years of school in English and would be in more command of the language.

3.10   PARTICIPANTS

In this section I describe the administrators, teachers, students, and families who consented to be participants in the study.

3.10.1 Administrators

Mr. Moreland

At the time of the study Mr. Moreland had worked in school district for nearly 20 years as a Spanish teacher, a mainstream classroom teacher, and an ESL teacher, before being named as the district ESL Curriculum Supervisor. Prior to being hired by the school district Moreland spent five years a bilingual teacher in Florida at a time when the growth in the ELL population was soaring. Teaching in Florida allowed him to gain a great deal of experience with lesson modifications, test accommodations, regulations and many other areas concerning the education of ELLs. Shortly after Moreland took over the ESL Curriculum Supervisor position plans for school restructuring took place and he was instrumental in the design of the Regional ESL centers and the design of the district ESL program.

Moreland is in a leadership position in the ESL program and is responsible for the day-to-day facilitation of the program, as well as ESL teacher evaluations. He is the district liaison between the district and the state of Pennsylvania ESL Department.

Ms. Scarmasi

In her seventh year as the principal of McLaughlin Elementary, Ms. Scarmasi was at the school when it became a Regional ESL center. She had served in the district in many other capacities prior to becoming the principal, as a teacher and as a reading specialist. She also had early childhood education experience.

As the principal of McLaughlin, Ms. Scarmasi was respected by her staff and faculty. I oftentimes had teachers relate stories to me about how impressed they were with the way that Ms. Scarmasi modeled what she taught. She was at the front door of the school each morning to welcome students and their parents. She also modeled a respectful manner when working with

students, families, and her faculty and staff. In one interview, Ms. Scarmasi shared with me that her parents were immigrants to the United States.

"My parents immigrated to the United States and my father was a refugee prior to coming to this country. So, I already have a viewpoint about working with ELLs. You start with your own beliefs and you act on them.   I believe that all students and their families are our clients, we are here to serve our clients each day." (September 17, 2009).

3.10.2 Teachers

Ms. Torrez

Ms. Torrez was the ESL teacher for students in the third, fourth, and fifth grades. There were 30 students in this group by the end of the study. Ms. Torrez had worked for the district for seven years prior to the 2009-2010 school year. She was new to McLaughlin and returning to teaching after a one year sabbatical. She had previously taught ESL classes and Spanish classes at Century, another of the Regional ESL centers. Before becoming a teacher in Pennsylvania, Ms. Torrez had been a bilingual teacher in Houston, Texas for 14 years. She was of Latino descent and spoke Spanish fluently.

Ms. Bailey

Ms. Bailey was one of the fourth grade teachers participating in the study. Ms. Bailey and another teacher shared two of the three fourth grade groups. Ms. Bailey taught the language arts sections so she was chosen to participate. Ms. Bailey was in her fourth year of teaching in the district. She was new to the fourth grade, but had looped with some of the students from teaching third grade the year previous, so she was familiar with them and their work. One of the five focal students who was in Ms. Bailey's class had also been in her third grade classroom.

Mr. Ryckman

Mr. Ryckman was the second fourth grade teacher who participated in this study.   He was also new to the school and to fourth grade.   Mr. Ryckman was in his seventh year of teaching. He had spent the two years prior to this as a middle school math coach at Manchester, another of the Regional ESL Centers.   One or two periods a week he rotated his group for science to the third fourth grade teacher and her group rotated in to Mr. Ryckman for social studies.   Otherwise, he taught all other periods of the day with his homeroom group.

Table 4.1 summarizes the information about the administrators and teachers who participated in the study.

Table 4.1: Administrators and Teachers

Participant	Gender	Race	Position	Total Years in District	Total Years at McLaughlin
Mr. Moreland	Male	White	District ESL Supervisor	20	NA
Ms. Scarmasi	Female	White	Principal	20+	7
Ms. Torrez	Female	Latina	ESL Teacher	7	<1
Ms. Bailey	Female	White	Teacher	4	2
Mr. Ryckman	Male	White	Teacher	3	<1

3.10.3 Fourth Grade Focal Students

Five fourth grade students agreed to participate in this investigation. In an effort to decrease any variability based on the student's language I chose five Spanish-speaking students.

Josue

Josue had arrived in the United States from his native Mexico toward the conclusion of third grade. He was a *beginning level* language learner. He was at McLaughlin for two months in third grade prior to the summer break. When the study began he was in only his third month in an English speaking school. He was quite literate in Spanish, having attended school in Mexico from pre-kindergarten to third grade. He read and wrote well in Spanish and was very eager to learn in English. Josue had younger twin brothers at the school, one in first grade and one in kindergarten, who had been retained the year before the study.

Alejandro

Alejandro had quite a different educational experience at schools in Puerto Rico and the United States. He was a *beginning level* language learner. He had started school in Puerto Rico and then moved to the United States with his family, which included three older siblings, two who were also at McLaughlin. Alejandro spent second grade at McLaughlin and then returned to Puerto Rico for third grade. He returned to McLaughlin for fourth grade and did not do well. Teachers believed that since he had moved in and out of the country that he was confusing the language and was having a difficult time comprehending grade level material. At the end of fourth grade that he was going to be retained since his grades reflected a gap in learning. My understanding is that this decision was made solely on the basis of his grades and not because of language issues.

82

Luis

Luis had been in the United States since he was a baby and had been attending McLaughlin since he was in pre-kindergarten. He was an *intermediate level* language learner. Luis spoke mostly English in school but used Spanish at times as well.

Luis did not like to participate in a large group, but did so in small groups. Luis had older brothers and sisters who were not attending the elementary school.

Giovanni

Giovanni was an *intermediate level* language learner. He had been in the United States since birth and had attended McLaughlin since pre-kindergarten. He was a successful student and was considered by Ms. Torrez as the one focal student who would exit the program at the end of fourth grade. His testing at the end of third grade was close to the scoring needed to exit and Ms. Torrez regarded him as very determined. Giovanni was quiet and did not raise his hand often to participate, but when asked a question he was able to answer in a fluent level of English. Giovanni had a younger sister in first grade.

Mauricio

Mauricio was the only focal student that was on the *advanced level* of language learning. He was a very intriguing student who was sometimes difficult to analyze during observations. Mauricio had a high level of command of conversational language and his vocabulary was extensive enough to answer many comprehension questions. However, it was not until he was asked to participate more fully in classroom discourse that you realized that his academic English was very much in need of instructional support. He was a very social student who was born in the United States and began at McLaughlin in pre-kindergarten. He had two cousins at McLaughlin, two older sisters in junior high, a younger sister in first grade, and a younger

brother in pre-kindergarten so he was very familiar with the school. Table 4.2 summarizes

information about the five focal students.

Table 4.2: Fourth Grade Focal Students

Name	Place of Birth	English Fluency Level	Amount of time spent in pullout in the ESL classroom per day
Alejandro	Puerto Rico	Beginner	Three periods/ 120 minutes
Josue	Mexico	Beginner	Three periods/ 120 minutes
Giovanni	Mexico	Intermediate	Two periods/ 80 minutes
Luis	United States	Intermediate	Two periods/ 80 minutes
Mauricio	United States	Advanced	One period/ 40 minutes

3.10.4 Researcher's Role

My role as a researcher varied depending on what classroom I was observing and what was

taking place in the classroom at that time. I functioned as a non-participant when I was

observing teachers instruct their lesson. During these classroom observations, I wrote field notes

as I observed and I sat in a part of the classroom where I would not distract the teacher or any of

the students. In the mainstream content-area classrooms, I continued to sit at the back of the

room during classroom activities but never far from any of the focal students. From an

unobtrusive place in the classroom, I was able to view the manner in which the ELL students interacted with their English speaking peers and what position they took as a part of this group of students. I was also able to observe how the teacher interacted with the ELL students and how they interacted with the English speaking students so as to better understand if the teacher took a different position with any of these particular groups.

In the ESL classroom, however, I was most often sitting at the same table with one or more of the focal students and other ELL students as well when they were working on their in-class assignments. I also spent other times observing in the ESL classroom from a more distant place in the classroom so that I would be able to gain more insight into student positioning within the ESL classroom. This was especially helpful during certain periods when there were 15-20 ESL students from different grades in the classroom at the same time.

Through gradual cultural immersion as a participant-observer (Fetterman, 1998, p.35), I was able to become a normal fixture in the ESL classroom. This allowed me to gain insight to the program as a whole, as well as, to have multiple informal discussions with the students. As a fluent Spanish speaker and a former Bilingual/ESL elementary teacher, I was easily accepted into the inner circle of not only the five focal students but with all of the other ESL students in the building as well. Also, the fact that I had a similar background to the ESL teacher, (both of us had taught for many years in bilingual classrooms in Texas), allowed for multiple informal discussions about the instruction and learning of ELLs in Pennsylvania and how that differed from our experiences in schools in Texas.

3.11   DATA SOURCES

The data sources for this study included: (a) interviews, (b) teacher artifacts in the form of lesson plans, curricular resources, and assessments and (c) student artifacts in the form of student assignments, tests, and projects, and (d) observations. I collected this data from mid-September of 2009 until January of 2010.

3.11.1 Interviews

Although I spoke informally to many teachers and staff at McLaughlin Elementary all in-depth interviews were carried out with key people in the study. Initial interview protocols were designed to give me insight on the interviewees teaching background, knowledge of instructing linguistically and culturally diverse students, and their position on collaboration. Questions for the interviews conducted after the initial interviews were derived from the information that I had gathered in the first conversation (Rubin & Rubin, 2005). Each of the in-depth interviews lasted approximately one hour and was audiotaped, then transcribed. The initial interviews also provided insight into how I should plan my observations, as well as identify other school faculty and staff that I considered for additional interviews.

The three focal teachers were formally interviewed three times with my interview protocol. I designed two different interview protocols, one for the mainstream classroom teachers (see Appendix D) and another for the ESL teacher (see Appendix E). I interviewed each teacher one week after my observations began, at the midway point of the study, which was approximately five to six weeks after the study began, and then again at the conclusion of my 12 weeks at the school. In addition to these interviews I also formally interviewed the school

principal three times with the protocol found in Appendix F. Students were interviewed with the

protocol found in Appendix G. Using a constructivist approach to the interview, I was able to

understand more fully the interviewee's process of sensemaking. *Responsive interviewing,*

"shaped by the practical needs of doing interviews," (Rubin & Rubin, 2005, p. 30) allowed me to

begin to develop relationships with teachers, administrators, and students. Responses from the

initial interviews allowed me to be more informed when I prepared subsequent interviews for all

participants.

I also interviewed Mr. Moreland formally five times. I did not prepare a protocol for his

interviews. I recorded and transcribed each of these interviews.

3.11.2 Artifacts

The main artifacts analyzed for this investigation included curricular resources, lesson plans, and

assessments. Artifacts were reviewed throughout my observations in an informal manner and

also collected at various points in the study so as to conduct a more formal analysis.

Curricular resources included the new Language Arts curriculum that began to be used

throughout the district in the fall of 2009. The main curricular resources for language arts was

Treasures, a Macmillan series (www.macmillan.com) A 'Road Map' for teaching language arts

was based on the Macmillan reading series and was outlined on the district website. I also had a

hard copy of the first nine weeks plans. The ESL curriculum used throughout the district did not

use the Macmillan reading series, but, instead a Hampton Brown series entitled *Avenues*

(www.hbavenues.com).   Therefore, I also reviewed this reading series as well.   Additional

curricular   resources   were   analyzed   including: the   Sonday   program   used   at   the

Focus/Intervention class periods and the Read Naturally (www.readnaturally.com) program also used for intervention.

Since mainstream classroom teachers were to strictly follow the district language arts curriculum, lesson plans were scripted for them on the Road Map. The ESL teacher lesson plans were written by each of the ESL teachers and were not connected to the language arts Road Map.

Assessments, an important part of any curriculum, were also a part of the Road Map for language arts in the mainstream classroom. These included chapter tests that were in PSSA format and many additional quizzes, tests, and writing assessments. The ESL teachers designed assessments for their students which were based on what was being taught in the classroom. In addition to weekly testing all students were assessed with Pennsylvania's benchmark assessment, 4Sight. This was administered one time during my observations.

3.11.3 Observations

From September of 2009 until January of 2010 I observed in the school for an average of 20 hours per week for 10 weeks. Since the total time spent observing in the school was approximately 200 hours I had the opportunity to observe teachers in a number of different scenarios, both in formal and informal situations. I spent each day shadowing the five focal students in my study. I observed them in their mainstream classrooms and the ESL classroom.

There were many variations of groups in in the ESL classroom each period of the day, therefore, some of the focal students were able to be observed together in Ms. Torrez' classroom. I targeted some observations specifically in order to capture a sense of teachers' efforts to collaborate with colleagues to devise a comprehensible instructional plan for ELLs. While observing, I took detailed field notes and included a description of interactions between focal

students and teachers, focal students and their peers, and activities that were taking place in the classroom. I listened closely to dialogue and observed participant's behaviors and interactions so that I could begin to interpret positioning (Harre & van Langenhove, 1991; Yoon, 2008).

At times, during observations, I focused on the teacher and their instructional practices. At other times, I focused my observation on all or some of the focal students. In an effort to be objective in my observations of the three focal teachers' instruction, I developed an observation protocol, which is described below. I used the protocol six times with each teacher.

3.11.4 Observation Protocol

The Observation Protocol (see Appendix H) was one that I designed based on many resources that I included in the literature review. When designing the protocol, I took into account what key researchers believe is the specialized knowledge needed by teachers of English Language Learners (Echevarria, Vogt, & Short, 2000; Wong Fillmore & Snow, 2000; Walqui, 2006; Saunders & Goldenberg, 2010). A copy of Echevarria, Vogt, and Short's Sheltered Instruction Observation Protocol (SIOP) is found in Appendix I. Since ELLs spend a large part of their school day with teachers other than the ESL teacher, it is important for mainstream content-area teachers to have this same knowledge.

In addition I chose to use Walqui's *Quality Teaching for English Learners (QTEL)* program components as another guide when preparing my observation protocol. Walqui's model emphasizes scaffolding for students as they begin on their path to developing metacognition and supports Vygotsky's (1978) sociocultural theory. The QTEL model for instruction includes modeling, bridging, contextualizing, schema building, and developing metacognition. The QTEL observation protocol (Walqui & Garcia, 2004) observes the manner in which teachers

incorporate the following principles and practices into their instruction: academic rigor, high expectations, quality interaction, language focus, and quality curriculum.

The sections of the observation protocol that I used include:

- Planning and Preparation

- Evidence of Specialized Teacher Knowledge

- Instructional Approaches/Lesson Delivery

- Review of Assessments

- Classroom Climate

- Professionalism

Table 4.3 summarizes the sources used in the data collection.

Table 4.3: Participants and Data Sources

Participant	Data Sources
Mr. Moreland District ESL Curriculum Supervisor/Administrator	Five formal interviews in addition to multiple informal discussions
Ms. Scarmasi Building Principal/Administrator	Three formal interviews in addition to multiple informal discussions
Ms. Torrez ESL Pullout Teacher Taught all five focal students	Three formal interviews in addition to multiple informal discussions Six formal observations using the Observation Protocol in addition to multiple informal observations Review of lesson plans, grade reports, Macmillan textbooks and TEs, Avenues textbooks and TEs, other materials used in the classroom.
Ms. Bailey Fourth Grade Teacher Taught Felix, Ernesto, and Aneudi	Three formal interviews in addition to multiple informal discussions Six formal observations using the Observation Protocol in addition to multiple informal observations Review of lesson plans, grade reports, and Macmillan

		textbooks and TEs and materials used in the classroom
	Mr. Ryckman Fourth Grade Teacher Taught Jesus and Jose	Three formal interviews in addition to multiple informal discussions Six formal observations using the Observation Protocol in addition to multiple informal observations Review of lesson plans, grade reports, and Macmillan textbooks and TEs and materials used in the classroom
	Mauricio Advanced Level ESL Fourth Grade Student	Two formal group interviews in addition to multiple small group and individual discussions Multiple informal and formal observations Review of student work and tests
Luis Intermediate Level ESL Fourth Grade Student		Two formal group interviews in addition to multiple small group and individual discussions Multiple informal and formal observations Review of student work and tests

Participant	Data Sources
Giovanni Intermediate Level ESL Fourth Grade Student	Two formal group interviews in addition to multiple small group and individual discussions Multiple informal and formal observations Review of student work and tests
Josue Beginning Level ESL Fourth Grade Student	Two formal group interviews in addition to multiple small group and individual discussions Multiple informal and formal observations Review of student work and tests
Alejandro Beginning Level ESL Fourth Grade Student	Two formal group interviews in addition to multiple small group and individual discussions Multiple informal and formal observations Review of student work and tests

3.12   DATA ANALYSIS

3.12.1 Interviews

I conducted 22 interviews between September of 2009 and January of 2010. Interviews were audiotaped and then transcribed in order to produce a document that was available for coding. I kept a log for each person that was interviewed so I could begin to record themes that were emerging in each participant's responses, as well as themes that emerged across the participants. Analysis was ongoing throughout the study and what emerged from the early identification of themes and categories guided the choice of questions that were used in later interviews.

There was an abundance of material to review from interview transcripts. Using my research questions as a lens for analysis, I wrote summaries of each interview to describe how the participant's response could help me answer one of my questions. I also kept notes of information that supported the theories in which my study was grounded. Although my first research question pertaining to the historical development of the district model to instruct ELLs was answered in the analysis of documents in Chapter 3, I found additional information in the interviews that aligned with what emerged as concerns from the document analysis.

When coding the interviews I continued to use the four overarching categories described in Chapter 3: personnel, instruction, assessments and accountability, and outreach. Therefore, I was able to begin to align the information that I gathered from interviews with my findings from the document analysis. Subcategories included: capacity building, sensemaking, collaboration, changes in positioning, and reform agenda.

3.12.2 Artifacts

I also wanted to align the coding of artifacts with the categories used in the analysis of documents and interviews. It was important to note if the curricular resources that teachers used to instruct were chosen because of mandates in the reform agenda or if they were personal choices. Each reading series, as well as lesson plans, were coded for comprehensibility for ELLs. Curricular resources and lesson plans were coded in the instruction category.

Assessments were also coded as to whether they were nationally or state mandated assessments or those that were required in the district. These artifacts were included in the assessment and accountability category.

3.12.3 Observations

Extensive field notes of nearly 200 total hours of observations were recorded in my analysis logs. As the study proceeded, field notes were converted into weekly "write-ups" so as to begin coding and to review more thoroughly what had transpired during the week (Miles & Huberman,1994). When I used the Observation Protocol to gain a more objective picture of a teacher's lesson, I also kept notes that helped me to align each category of the protocol with themes that were emerging through the informal observations and the interviews. Although I could have analyzed the data collected from the Observation Protocols in a quantitative manner, I chose to continue with my qualitative analysis by writing summaries of the results after each observation.

To view a big picture of the data, I used an open coding system during which I recorded many ideas and thoughts that emerged as I reread interview transcripts and field notes from observations (Merriam, 1998). It was important to ground the analysis thoroughly in the data so that I would disallow any preconceived assumptions. Because I was a participant observer on many occasions in the ESL classroom, I wanted to make sure that my connection to the students and teachers in this classroom did not create any sort of bias during analysis. I often empathized with Ms. Torrez' situation when there were large numbers of students in the ESL classroom and I did not want that to affect me when I was writing and analyzing field notes.

I decided to write a vignette to best describe a typical day for two of the key participants. The vignettes revealed the extent to which the issues that were faced by these participants nearly every day of the study impacted instruction and learning. After writing these vignettes I was able to see how the day-to-day experiences of one teacher and one student influenced one another and all of the other participants in the study.

In the section that follows, I discuss the results of the data analysis and an interpretation of these results as they pertain to the theoretical perspectives of the study.

3.13   FINDINGS

In the section that follows, I report findings from an analysis of interviews, artifacts, and observations.

3.13.1 Results from Analysis of Interviews

In the following section I begin to report the findings from interviews with school district administrators, the school principal, and teachers. I then discuss the themes that emerged across this group of participants.

3.13.1.1　　　Administrators

Mr. Moreland: *"Once there are enough to make subgroups and impact AYP, I believe that everyone will think differently."*

My analysis of the interview transcripts with Mr. Moreland, ESL Curriculum Supervisor revealed three main themes: (a) an immediate need for increased professional development, (b) a need for collaboration, and (c) a need for increased resources for the ESL program.

In our initial two interviews I wanted to better understand the way that the program began and how the Regional ESL centers were chosen. Moreland was very informative and detailed about the program. My interviews with Moreland also supported me as I was analyzing many district documents. After I had completed two weeks of observations in the classrooms in September of 2009, I was able to interview Moreland for the third time with questions that were more specific about the practices that were taking in place in the school. Moreland responded openly to most of these questions during our final three interviews. He shared with me in late October his report entitled, ESL Projections through the School Year 2012-2013. He was happy that he had been asked to prepare this report and that there appeared an increased concern in the district for ELLs.

In my interviews I found evidence of Moreland's frustration with many aspects of the position that the ESL program had in the district. Response to the needs of ELLs had not kept up

with increased enrollment. Since the Regional ESL centers had opened the ELL population had grown more than 200%. At the time of this study, a sixth elementary center had opened near McLaughlin to accommodate the overflow of their ELL students. Since ELLs were concentrated in the Regional ESL centers, the need for professional development, funding, and increased resources for ELLs was far greater in those schools than in others. Moreland said, "I know that we are in need of intensive professional development but the ELLs do not make up a big enough group of students in the entire district, so it is yet to be an issue. Since we do not have enough numbers to make a subgroup, AYP is not an issue as well." It was evident that professional development specific to ESL practices was not on PPS' priority list. "My hands are tied with regards to the PD for ELLs. Administrators are looking at the district as a whole and seeing a 67% graduation rate and taking care of that is the top priority. In fact, we have not been allocated any of the Gates money directly." Moreland was referring to the 40 million dollars of funding that PPS had been allocated from the Bill and Melinda Gates Foundation.

Moreland remarked many times that he believed that there was a great need for PD for principals of the Regional ESL centers. His belief was that principals wanted to know about compliance legalities, but needed to know more about second language acquisition and the instructional needs of ELLs so to build capacity with the mainstream teachers in their schools. In the projections report Moreland requested that two full days of PD be available for center principals. This request was turned down. "At this point the majority of any meetings that we have with building principals focus on compliance issues, on the legalities of running the program. And, of course, when it is time for PSSAs the questions come rolling in about accommodations," said Moreland, however, I was turned down when I asked for two days with the center principals for ELL related PD. What is difficult is that mainstream teachers are not

required to indicate how they modify for ELLs in their lesson plans. They have block lesson plans that are in their teacher contracts and they only need to list their objectives, materials, procedures, and homework. I cannot say, 'I want to see how you are differentiating instruction for the ELLs in your classroom.'"

Since mainstream classroom teachers had little experience and next to no professional development, I asked if collaboration with ESL teachers helped to support their instruction. Moreland indicated that he was not really sure about what transpired in each of the buildings firsthand. He did believe, after reading reports from his ESL staff, that much of the interaction between mainstream classroom teachers and ESL teachers took place when complaints surfaced about a child not understanding lessons. Moreland stated, "What does happen is that there is a need to modify text, for example. So, the mainstream teachers come to the ESL teacher and ask them to modify the text. The ESL teacher doesn't have the time and then it just doesn't get done. I do know that working on schedule changes, like the one that we need at McLaughlin, would make it easier to pull out students and to have meetings, allowing for time to collaborate."

Mr. Moreland also discussed the program *ESL Handbook* that was updated with compliance information, as well as in-depth explanations about different components of the ESL program. The frustration for Moreland was that he was unable to have professional development sessions with mainstream teachers to review the handbook and answer any questions. The handbook was printed for all ESL teachers and all Regional ESL center principals. It was also available on the ESL department website. Classroom teachers would have to search for the material in order to refer to it for support. "In some centers there are less students to teach so there is more time for the ESL teachers to collaborate with the mainstream teachers", said

Moreland. "However, at McLaughlin we have such a large population of ELLs that all of the ESL teacher's time is taken up with instruction."

When we discussed the curriculum used in the ESL and mainstream classrooms Moreland revealed that he was responsible for bringing the *Avenues* reading series back into the ESL classrooms in 2007. ESL centers began using Hampton Brown's *Avenues* anthologies when they opened in 2005. Then in 2006 there was a push to use the same Macmillan series that was being used in the mainstream classrooms. Macmillan supported ELLs with a supplemental group of books designed to meet the needs of various levels of students learning English. These supplemental books were used in 2006 but Moreland reported that he had many complaints from his ESL teaching staff. "The ESL teachers preferred to use the *Avenues* anthologies and did not think that working with the Macmillan Treasure Chest books supported the student's needs. I requested that we go back to using *Avenues* and it was approved that we do so in the fall of 2007."

Moreland traveled to the Regional ESL centers oftentimes to meet with ESL teachers and observe classrooms. He was also responsible for ESL teacher's yearly evaluations. He realized the need for increased resources in the ESL classrooms. I pointed out to him that Ms. Torrez' classroom did not have computers like the mainstream classrooms, nor did they have other updated technology. Moreland responded that he was aware of the situation and had requested that these resources be included in the ESL classrooms.

"People are in a mild panic sometimes when teaching ELLs, especially at testing time," said Moreland. "It is different here since we don't have thousands of ELLs like some school districts throughout the country. When there are many ELLs school districts adjust, because they know that they have to. In this district it is different."

Ms. Scarmasi: *"We work with ELLs as part of the larger group; we don't look at them any differently than any other student."*

My analysis of the interview transcripts with Ms. Scarmasi, principal of McLaughlin Elementary, revealed two major themes: (a) ELL students are treated the same as all other students and (b) current professional development and instructional initiatives included ELL students.

I interviewed Ms. Scarmasi on three occasions for this study. The goal of our initial interview was to become acquainted allowing me to better understand Ms. Scarmasi's position regarding the instruction of ELLs. I realized that Ms. Scarmasi was very interested in the instruction and learning of the ELLs in her school. However, as can be seen in the following discussion she considered ELL's needs to be similar to any other student in the school. Other than their time in the ESL classroom, they were not instructed any differently than their English-speaking peers.

In subsequent interviews with Ms. Scarmasi, I asked about teacher's lesson plans and differentiating to meet student's needs. "The teachers in our district have union-approved lesson plans and they are not required to indicate where they differentiate or modify for different groups of students. I do believe that this will be changed in the future but it is the way it works for now."

We also spoke at length about the lack of professional development designed specifically for ESL instructional practices. Ms. Scarmasi saw it in somewhat of a different manner than Mr. Moreland. "We always have our teachers attending many PD sessions. We try to look at what all of our students needs are and include everyone in the same PD. For example, we are now working on teachers learning how to best use Robust Vocabulary in their classrooms. I believe

that this is a good initiative for everyone, including our ELLs. Many of our other students also need to build their language base, not only the ELLs.   Also, we use the RTI model and I believe that it works for everyone.   When I asked Ms. Scarmasi about PD for center administrators she told me that principals meet with Mr. Moreland each year and discuss compliance issues, any changes in the laws, and other technical sorts of issues surrounding the instruction of ELLs. She did not indicate that there was a need for additional PD.

My interviews with Ms. Scarmasi, and the informal discussions that I had with her over the course of the study, showed evidence that she was aware that her teachers needed more specific knowledge about instructing ELLs. However, since students were all being treated fairly and included in class activities that all was going well. Ms. Scarmasi said, "I do know that all teachers must take ownership over all of their students. When we are at grade level meetings we work in teams and look at the current data about each student and discuss their needs. This year we have added the ESL teachers to these grade level meetings. I would like to see the curriculum more aligned and for ELLs to have more support when they are in math classes, because many do not understand these concepts and it holds the students back. I know that grouping the students differently or changing the schedule might help somewhat but it is not something that we can do right now."

3.13.1.2   Teachers

Ms. Torrez: *"I often have teachers come to my door asking for help with their ELL students. They say that the student 'just doesn't get it' and what can I do to help. I wish that I could do more, but there just isn't time."*

My analysis of the interview transcripts with Ms. Torrez, the ESL teacher at McLaughlin Elementary, revealed three major themes: (a) *building capacity*, (b) *program coherence*, and (c) *collaboration.*

Ms. Torrez had nearly 20 years of experience prior to moving into her present position shortly before the study began. I formally interviewed Ms. Torrez three times during the study, at the beginning of the study, the midpoint, and near the end. After a one year sabbatical Ms. Torrez transferred from another Regional ESL center to McLaughlin. Ms. Torrez was one of the most experienced of the district's ESL teachers and was asked to transfer to McLaughlin because the increased enrollment of ELLs could be best supported by an experienced teacher. Ms. Torrez also spoke Spanish fluently, which would help with the school's outreach to the community. Ms. Torrez spoke often of many practices that she used in her former classrooms in Texas and her desire to continue to use these practices with her students at McLaughlin. She remarked that in Texas it was easier to implement programs because entire schools were filled with ELLs and there were many teachers with a great deal of experience. "It is very different here because so many teachers don't really know how to work with the ELLs. They are wonderful people at McLaughlin and most of the teachers treat the students with great respect. But that is different than knowing how to teach them how to read. Teachers always ask for help, however, they don't come to say, 'how can I help this student, instead they just say, he's not getting it'. I cannot fix each student and I cannot teach them all of their subjects. Many want support in math classes but there is no time for me to do that with the large numbers of students that I have in my groups."

I asked Ms. Torrez about the opportunity for mainstream teachers to learn more about working with ELLs. "There really aren't many opportunities for these teachers to have

101

professional development," said Ms. Torrez, "I have presented at some PD sessions in past years and there is so much for teachers to learn and that cannot be done in a few hours. Most teachers have never had any exposure to students who do not speak English. Since the ELL group is growing it is so important for them to learn more."

Ms. Torrez' lesson plans were differentiated in order to indicate the various lessons that she would teach to the three different grade levels that she instructed and the three different levels of English fluency among her 32 students. We discussed what it was like to write these weekly lesson plans. "I have to start working on lesson plans in the middle of the week for the next week so that I can try to plan everything, it is not an easy job," lamented Ms. Torrez. "During the class periods when I have the bigger groups, I try to place them all in smaller groups that will give them support and differentiate for their needs. That is nearly impossible with so many students. I end up trying to start with a whole group lesson so that I can be organized and have them all together, but there are just way too many levels to be able to engage everyone. When they work in small groups they have to be on their own most often and I am sure that is not helpful for building academic language. If the schedules were changed in some way I could possibly have a smaller number of students in the classroom each class period." I wanted to understand Ms. Torrez' perspective regarding the grade level data meetings and if she believed that the needs of ELLs were being met in these conversations.

"The data meetings are very interesting," said Ms. Scarmasi. "I go to them for third, fourth, and fifth grades since I have students from each of those grades in my classroom. We do discuss that this or that ELL student has low grades and that test scores are not very good. So the ELLs get pointed out, but then most people just say, 'oh, that is just because of the language' and that is where it stops. I feel like we don't look past that, they just think, 'oh, it is Ms. Torrez'

responsibility to help them, we know that they are lower'. For example, with DIEBELS testing, they will just say 'well we know that they are supposed to be reading 77 words and they are only reading 8, but he is in ESL. Let's just put him into the lowest Focus group. There is no discussion about what the issues are, they just say, he is ESL."

Ms. Bailey: *"I always want to do my best with each student and I really don't know what to do with the ELLs, how to work with them so that they will be successful. I need help!"*

My analysis of the interview transcripts with Ms. Bailey, a fourth grade mainstream classroom teacher at McLaughlin Elementary, revealed two major themes: (a) *building capacity* and (b) *the need for support*.

I interviewed Ms. Bailey three times, at the beginning of the study, the end of the study and at the midpoint. Ms. Bailey had Mauricio, Josue, and Alejandro in her classroom at various times during the day. In each of her interviews she discussed her frustration of feeling as if she needed more ESL support. "I oftentimes don't know what to do with the ELLs so that they will be successful. I need help because I want to do my best. I know that we talk about these students in our data meetings but there is just not enough time to discuss each student in-depth. It is difficult to know if problems are there only because of a language barrier or if it is a learning issue with a particular student," said Ms. Bailey.

At the midpoint of the study Ms. Bailey was confronted with what to do with Mauricio, one of the focal students. He was considered an advanced student so he was pulled out for ESL instruction one period each day. Ms.Bailey was responsible for his language arts grades and saw them fall consistently throughout the first nine weeks. In the fourth grade data meeting that took place at this time Mauricio was discussed and it was concluded that he should be moved back to ESL for two periods a day and that Ms. Torrez would be the teacher of record for Mauricio's

language arts grades. Ms. Bailey had developed a collegial relationship with Ms. Torrez and trusted her opinion but still questioned, in an interview, if this was the best approach, "I question myself about Mauricio being moved out of my room for more time each day. Is he better here, or with more time in ESL? I just don't know enough about ESL or about the curriculum to make an educated decision. I do know that it seems confusing for the students to have to leave our language arts lessons, go to ESL, and then come back to our classes. I am usually at the end of the language arts lessons and they are not in my classroom very long until they need to go to another classroom for math."

Ms. Bailey had many concerns about not being knowledgeable of how to best support the ELLs in her classroom. "I am planning to have the paraprofessional come in to sit with Josue and Alejandro when I introduce persuasive writing. That way she can translate for them what I am saying and they will hopefully have a better understanding of what I am asking them to do," said Ms. Bailey.

Mr. Ryckman: *"I haven't heard any discussion about looking at our ELLs as a group of students that needs certain instruction. I would be really scared if I had beginning level ELLs in my classroom."*

My analysis of interview transcripts with Mr.Ryckman revealed the same two major themes as my interviews with Ms. Bailey: (a) *building capacity* and (b) *the need for support.*

I interviewed Mr. Ryckman three times, at the beginning of the study, the end of the study, and at the midpoint. Mr. Ryckman had Giovanni and Luis in his homeroom. Since he was the self-contained classroom in fourth grade he taught Giovanni and Luis all subjects but Language Arts. Mr. Ryckman remarked about how the ELLs at McLaughlin seemed to be quite assimilated into the school community. "I taught at another ESL center and it was far different

than McLaughlin regarding the camaraderie between students. Here at McLaughlin it appears that all students are accepted by their peers and that they all work together."

Mr. Ryckman had built a rapport with all of his students. Each of his ELL students sat at different tables and worked together with their groups. In addition to Jose and Jesus there are three more ELLs in his classroom. Mr. Ryckman presented lessons in a comprehensible manner and he allowed students to work in groups many times which engaged them in increased opportunities to build oral language. Mr. Ryckman desired to have more professional development to discuss what strategies to use with ELLs. "I had a few sessions of PD when I was at the other center, but at that time I was a Math Coach for junior high teachers. So, teaching fourth grade is quite different."

Mr. Ryckman discussed the grade level data meetings, "In these data meetings we do not look at ELLs separately and discuss how to intervene based on their language needs. We base our interventions on general strategies that we use with all students. I do feel nervous about not knowing what to do when the students return from their ESL class. I wish that it was not a pull-out program and that the ESL teacher could push-in."

One last issue that Mr. Ryckman encountered came near the conclusion of the study in late November. During the first period of the day all students in the building were placed in various groups based on the interventions decided in the grade level data meetings. This was considered an intervention called "Focus". Mr. Ryckman was asked to work with a lower group of four students, two of which were ELLs using the newly adopted Sonday program, a phonics based program. He had not been given a formal training regarding the program's objectives and how to work with it effectively. Mr. Ryckman was frustrated with this situation and believed that with a strong background in math and science that he was not the best instructor to teach

early literacy skills. "I really do not feel comfortable teaching some important early literacy skills to my group of students. I wish that the schedule was different so that I would be able to use my strengths with other students who are higher level readers and someone with the expertise to work with the lower level students could help." He added more information regarding the scheduling of when ELL students left his classroom. "It is difficult to schedule my language arts lessons with Jose and Jesus leaving our classroom," said Mr. Ryckman. "They do not get any instruction concerning grammar, vocabulary, much of what you see on my classroom walls. Also, since I don't grade them they don't take language arts tests with me so when they return and students are working in their workbooks or taking their tests I am just not sure what to do with them." I asked if this question was discussed in a grade level data meeting. "We really don't discuss this sort of topic, we look at scores on tests, student grades and we don't talk about a student just because he is an ELL. All of the ELLs that I have are intermediate or advanced and speak English pretty well. We really need more PD. Mr. Moreland came and discussed vocabulary in a PD in September. I thought that we were going to have follow- up sessions, but we haven't and that is disappointing," added Mr. Ryckman.

3.13.1.3   Summary of Interview Results Across Administrators and Teachers

An analysis across the interview transcripts revealed that the major themes that emerged were consistent across administrators and teachers. These major themes could be categorized using the four Title III components that have been discussed throughout this paper: personnel, instruction, assessment and accountability, and outreach.

Themes, or sub-categories, of the four major categories that consistently emerged in the interviews were:

- the need for capacity building which included increased and specialized professional development

- the need for increased and consistent collaboration

- the needs for curricular coherence, scheduling changes, and resources that would support instruction

- the need to use assessment data to drive instruction and identify ELLs' needs

- the need to understand accountability

Regarding the very important issue of building teacher capacity, there was a difference of opinion between the Mr. Moreland and the three teachers and the opinion of Ms. Scarmasi. Mr. Moreland and each of the three teachers believed that there was a great need for increased professional development for all teachers in order to build capacity to instruct ELLs. While Ms. Scarmasi wanted to have more opportunities for PD, she really did not see PD specifically designed regarding ELL instruction as a priority but, instead, considered the PD that was currently available to be sufficient for all students. Ms. Scarmasi did understand the most of her teachers were not experienced teachers of ELLs. However, she oftentimes referred to current PD opportunities, as well as, district and school initiatives that were in place as being sufficient to support her teacher's instruction.

There were many times during interviews that participants took time to make meaning of the experiences that they were engaging in while working with ELLs at McLaughlin. Ms. Scarmasi may have been frustrated about issues regarding the ELLs in her school, but she never responded in any way during interviews that would lead me to believe that she was having difficulties with the ELL population increasing at her center. I believe that her sensemaking strategies, as an administrator, were to support the decisions that she had made about the

107

schedule, PD in the school, and student placement. She took the position that there could be no changes made and that all would learn in the current environment. With the exception of Ms. Scarmasi, all other participants were quite frustrated. Mr. Moreland and Ms. Torrez agreed that the schedule needed to be changed to accommodate the various needs of ELLs in different grades and at different fluency levels. Ms. Bailey and Mr. Ryckman were well aware of the need to become more knowledgeable about teaching ELLs. They became frustrated over the lack of PD specific to teaching ELLs and felt inadequately prepared to be an effective instructor for their ELL students. Ms. Torrez seemed to be generally frustrated over many issues. She enjoyed working at McLaughlin, but she was overwhelmed with many students of various fluency levels in her classroom at one time and a schedule that did not allow her to teach in an effective manner. Ms. Torrez' capacity to be highly effective was compromised daily, and she was well of aware of this situation.

Mr. Moreland and Ms. Torrez all positioned themselves as experts at McLaughlin on ELL instruction and they desired to use their expertise to support the mainstream teachers at McLaughlin. But, as the interviews proceeded, the frustration that they were experiencing showed a shift in position of each of these participants. They began to position themselves in a defensive manner towards district personnel, including Ms. Scarmasi. This shift occurred after many requests for ELL related PD and after making suggestions for schedule changes. There was also a general frustration over the lack of capacity throughout the district. This resulted from what was perceived as a very slow, laborious response to the needs for building the infrastructure in the district. For example, Mr. Moreland and Ms. Torrez understood the need for translated materials, modifying text and assessments, and using data to better understand how to support specific needs of ELLs. The interactive positioning of Mr. Moreland and Ms. Torrez was

altered as they found little response from the district and little attention given to the linguistic needs of ELLs. Towards the end of the study I began to believe that they had become apathetic towards trying to change the system.

It appeared that all participants enjoyed working together and wanted to collaborate but all voiced that the present infrastructure in the district did not allow for long blocks of time to work together to discuss students in more depth. However, district policy and practices impacted many of the issues surrounding the instruction of ELLs. Throughout the district language arts lessons were taught in the morning, thus impacting the times when students could be pulled out of classes for ESL instruction. Also, there was a general belief in the district that the many initiatives and programs adopted for use in all schools would support the needs of ELLs in an equal manner that they supported the instruction of all other students. It was communicated to all district personnel that these initiatives were the priority. Therefore, in this time of transition and comprehensive school reform, initiatives planned seen as priorities on the reform agenda, were not to be challenged.

3.13.1.4 Students:

Giovanni: *"Sometimes I get confused when we go back to the other room. When we go back to Mr. Ryckman's room after we are in ESL it is hard to know what they are talking about. Sometimes I want to just stay in ESL."*

An analysis of interview transcripts with the five focal fourth grade students revealed three major themes: (a) students felt welcomed at the school, (b) students believed that work was easier in the ESL classroom than in the mainstream classroom, and (c) students were confused because of the lack of program coherence. The five focal fourth grade students that participated

109

in this study were formally interviewed as a whole group. Many other informal conversations took place throughout the study. One afternoon the students were invited to eat lunch in the ESL classroom where I interviewed there for more than an hour. This interview did not take place until mid-November, after I had spent many hours with each student in the ESL classroom and their mainstream classrooms. I believed that, at this point in the study, each of the five focal students were very familiar with me and trusted me enough to discuss their opinions of their experiences at McLaughlin.

Themes emerged throughout all of my discussions with these five students. In general there was a feeling of being welcomed into the school and feeling comfortable. Giovanni, Luis, and Mauricio, who had lived most of their lives in the neighborhood close to the school, seemed to be more assimilated into the mainstream group of students. They were the intermediate and advanced level students. Alejandro and Josue, although generally comfortable at the school, were not as pleased with all of their experiences. Josue was bused to the school from about 30 minutes away and Alejandro, although living nearby, was a newcomer to the United States six months before the study began. These students were both on the beginning fluency level and understood much less of the language than the other three focal students. The fluency levels and the familiarity with the school and the neighborhood impacted the responses that I received in the interview.

"I like being in the ESL classroom and in Mr. Ryckman's classroom too," said Giovanni. "I think that they are both good teachers and I learn a lot. I do think that it is easier for me to understand everything in ESL. It is easier to do the work in the ESL." Luis agreed with Giovanni about the two classrooms, although he felt even more strongly about the work that he

was asked to do in the ESL classroom. "I like to be in Mr. Ryckman's class and I like him. But, it is much easier to do the work in ESL. I don't have to write as much and I like that.

Mauricio, the advanced student, also liked to stay in the ESL classroom. "I was happy to come back for more time in ESL. The work is much easier and I can get better grades." I asked Mauricio if he enjoyed working hard or having a challenge with his class work. "No, I like to do the easy work. Really I like math most, more than reading and writing. I like to be in my other class for math and I sometimes win ribbons for how good I do math." I inquired the reason that he did not like reading and writing. "Well sometimes I just don't understand some words in the reading. I try to write but I need more help and many times I am not in Ms. Bailey's room when it is time to work on the writing. When I go back to Ms. Bailey's room they are almost finished with writing and I feel like I need more help."

In speaking with Alejandro and Josue about moving between the ESL classroom and their other classrooms they said, "I like my teachers but I am very confused when they speak English so fast," said Josue. "I don't understand so many times, and in ESL I can speak Spanish to Ms. Torrez, to you, and to Ms. B….I like that. I get embarrassed when I don't understand what the teacher says." It seemed that Alejandro felt similarly. He said, "I like my teachers too but I have so much trouble sometimes when they speak English. I usually like to be in ESL except when my big brother and sister come to the room (referring to when he was in the class with 22 other students that included his fifth grade brother and sister). I don't like to be in the same class with them. I like to work more in the ESL classroom mostly."

3.13.1.5   Summary of Student Interviews

Each of these students stated that the work was much easier in the ESL classroom than in their mainstream classrooms. In general, for Alejandro and Josue, there was a great deal of English to

learn and when they did not understand the teacher they were very frustrated. Giovanni, Luis, and Mauricio also stated that they would rather be in the ESL classroom because the work was easier. They did not place as much emphasis on not understanding their mainstream teachers, but more discussion was about the type of work performed in the ESL classroom. They considered the work to be easier.

Each of the students commented on transitioning between the mainstream classroom and the ESL classroom. Although the students did not use the term 'program coherence' I analyzed it as such. Students discussed transitioning between classrooms, leaving and returning to mainstream classrooms in the middle of instruction and not understanding teachers for one reason or another. This could be translated into program coherence, regarding instruction, scheduling, and resources.

On a positive note, each student felt generally welcomed and comfortable at McLaughlin. They indicated liking their teachers and had a positive attitude about their school community.

3.13.2 Results from Analysis of Artifacts

In the sections that follow, I describe and analyze the following artifacts: (a) curricular resources, (b) lesson plans, and (c) assessments in the regular classrooms and the ESL classroom.

3.13.2.1   Mainstream Classroom

Many resources for Reading and Language Arts in the mainstream classroom were components of the Macmillan *Treasures* reading series. Macmillan was the curricular resource to guide the writing of the district English Language Arts Road Map.   This Road Map was the official lesson plan for Language Arts that Mr. Ryckman and Ms. Bailey used in their classrooms. The Unit 1 plan was in use at the beginning of this study. Each unit had an overarching theme and each of the five weekly plans in a unit also had a theme for the week. The English Language Arts Road Map was being used for the first time in the 2009/2010 school year. It was a rigorous plan that was so detailed that the first unit was more than 30 pages in length. Below I have outlined the main sections to the Unit 1 plan. A copy of the Grade 4 Unit 1 Road Map template can be found in Appendix J.

Table 4.4: PPS English Language Arts Road Map – Macmillan Treasures

Unit Framework Overarching Question	Weekly Themes Guiding Questions	Focus Strategy/Focus Skill, Phonics, Grammar, Writing, Differentiated Instruction
Unit Theme Theme Statement Theme Overarching Question Main Selections (Stories) Theme Project (optional)	Themes for Weeks 1-5	Comprehension Strategy Comprehension Skill Word Work: Phonics Grammar Writing

Theme Vocabulary		Differentiated Instruction

The Road Map detailed what teachers were to do each week during their language arts instruction time. It also specified that each teacher must have a bulletin board with each called a Literacy Focus Wall. The Literacy Focus Wall was a resource for students to refer to regarding the weekly lessons. It included, for example, the weekly theme and guiding question, as well as vocabulary words for the week. It was a useful resource for students, if they were taught how to use it properly. At the end of each week students were tested with a PSSA Format Weekly Assessment. This assessment was two-fold. It not only tested what they recalled from the weekly reading lesson, but it also exposed them to the PSSA testing format.

A segment entitled differentiated instruction was a part of each weekly lesson plan. This referred teachers to supplemental resources from Macmillan, as well as other resources that could be used to differentiate. Although there was a list of resources that teachers could use there was no indication of how to modify lessons for ELLs.

The Macmillan *Treasures* and the district Road Map combined to make the lesson plans used in English Language Arts for Ms. Bailey and Mr. Ryckman. Mainstream classroom teachers were to follow the Road Map very strictly each week. Macmillan Treasures included the anthology readers that each student used and many other supplemental readers that were on varied levels. These supplemental books were grouped by the week in which the teacher was instructing and the topic aligned with the main topic of the weekly story in the reader. An additional supplement to the series is the Macmillan Treasure Chest that included many leveled books designed to be used with varied fluency levels of English for ELL students.

In addition to the Macmillan *Treasures* reading series, each of the mainstream teachers used computer programs that correlated with the weekly story. Each of these classrooms had five computers that students could use to engage in one of many language arts programs. These programs helped students with academic language by reviewing weekly vocabulary, as well as supporting students' spelling and writing. Besides the five computers in each classroom each teacher also had an ELMO presenter that was used for instruction, presentations, and modeling for the students.

As well as being assessed with PSSA Weekly Format Assessments, students had many other opportunities to be assessed on what they had been taught. They were given quizzes regarding the content of the weekly story, stories were written in different genres for the Writers Workshop segment of the Road Map, and weekly spelling tests were administered. In addition, 4Sight benchmark test were used to assess a student's progress at different junctions of the school year in preparation for the PSSAs in March or April.

3.13.2.2   ESL Classroom

At the beginning of this study, the reading anthology used in the ESL classroom was *Avenues*, published by Hampton Brown. This anthology is a reading series that was designed for ELLs as an oral language development program. The Teacher's Edition of this series outlined sequential lessons to build language skills for each week's story and lesson using a sheltered language approach to teaching. In the student books, key vocabulary words in each story were highlighted and many pictures strongly supported the written text. There were also frequent comprehension checks and on-page glossaries to use as a resource. Daily lessons were outlined and included an emphasis on the development of oral language.

Ms. Torrez' lesson plans sometimes referred to the *Avenues* stories, but also included differentiated group plans for the small groups of students in each period. A copy of one week of Ms. Torrez' lesson plans are found in Appendix K. Ms. Torrez' lesson plans divided all of the students into small groups for each period of the day. According to the lesson plans, much of the instruction focused on grammar work, skill building, and whole group discussion.

Ms. Torrez' classroom did not have any computers, nor did she have the use of an ELMO presenter. There was an overhead projector in the classroom that was in use for the first few months of the study. Sometime in November the projector broke and I never saw it replaced before I stopped observations in December. Occasionally Ms. Torrez or her paraprofessional would take all or some of the students to a computer lab that was not too far from her room.

Assessments in Ms. Torrez' class varied because there were so many levels represented in each of the groups with focal students. Sometimes students took weekly tests based on the story from Avenues that was read that week. There were occasional quizzes and worksheet papers that Ms. Torrez graded each week, as well as writing assignments that were graded. ELL students also needed to take the 4Sight benchmark tests. These were administered by Ms. Torrez in the ESL classroom. All ELLs were also required to take the PSSAs unless they were a newcomer to the United States after the school year began.

Themes that emerged during my interviews with participants also appeared in the analysis of artifacts. Some participants referred to the impact that the new language arts curriculum had on the overall instruction of all teachers. The new language arts curriculum and the revamped math curriculum that was to be implemented the following school year were a part of the district reform agenda. The plan was for all teachers throughout the district to use the same scripted curriculum so that there was parity within all of the schools, thus giving everyone

an equal opportunity to learn. Plans in the reform agenda that focused on the Road Map indicate that using this curriculum would build teacher capacity in the district and add rigor to instruction. However, there was no indication in this new curriculum that ELLs would be taught in a differentiated manner than their English-speaking peers. In addition there was no revamping of the ESL program curriculum at this time.

3.13.2.3   Summary of Results from Analysis of Artifacts

Across the three classrooms curricular resources, lesson plans, and assessments varied greatly. In the two mainstream classrooms, Ms. Bailey and Mr. Ryckman were given the new language arts curriculum. Although there was push back in the district regarding the expectations that teachers would instruct all lessons according to the Road Map, the plan did included many opportunities for students to engage in meaningful learning. Students who were on lower or higher levels of reading other than the level in the anthology were also able to use the supplemental readers, in addition to working on assignments about the weekly story in the Macmillan anthology. However, in the ESL classroom all students used the Hampton Brown anthology that was designated for their grade level.

As mentioned in the interview section, ELLs were pulled out after the beginning of the language arts lesson in their mainstream classrooms. They returned before the conclusion of the language arts teaching block of time. Therefore, many of the mainstream classroom resources were not readily available for ELLs when they returned since they were actually not in the mainstream class. There was little instructional coherence for students moving from one classroom to another because the school schedule did not accommodate them. Adjustments to the schedule would have allowed for a more coherent presentation of materials in each classroom that could support learning.

Since mainstream classroom teachers did not need to indicate their procedures for differentiation or modifications in their lesson plans it oftentimes did not occur. Ms. Torrez modified her entire lesson plan each week because she was responsible for accommodating three levels of English fluency, as well as, three different grades.

3.13.3 Results from Analysis of Observations Ms. Torrez: A Typical School Day

During the course of the study I spent nearly 200 hours observing at McLaughlin. Of all of those hours, nothing impressed me more than observing Ms. Torrez teach a typical day of classes. Because of scheduling conflicts, Ms. Torrez' capacity was compromised nearly every day, and although she attempted to add rigor to the ESL curriculum it was oftentimes impossible. Although the language arts curriculum outlined in the Road Map was extremely rigorous ELLs were pulled from the instructional time for ESL instruction so it was difficult for the ELLs that I observed to have access to this curriculum.   Students entered Ms. Torrez' classroom and waited for instruction on what they were to work on in that class period.   To best understand the complexity of Ms. Torrez' schedule I describe a typical day to you in the following section.

A typical day for Ms. Torrez, as I observed her on October 23, 2009 began at McLaughlin at 7:40 a.m. She had been asked to take bus duty with Ms. B, her paraprofessional. They were both fluent Spanish speakers, and, although many other languages were spoken by the ELL students bussed into McLaughlin, Ms. Scarmasi believed that it would help students to see Ms. Torrez and Ms. B when they arrived. Ms. Torrez had about 10 minutes each day after bus duty before her section of the Focus on Intervention time began at 8:10. Many struggling students were in Ms. Torrez' focus group. All were third graders except for Josue, who had only been in the United States for five months and another student, Jose (not a focal student). For

nearly 45 minutes Ms. Torrez would work through a phonics program that taught students to build words and explicitly taught students to listen for differences in the pronunciation of various words.

At 9:00 some of the third graders would return to other classes. Josue stayed with Ms. Torrez for the next two periods and he was joined by Giovanni, Luis, Alejandro and five or six other students. For the next 40 minutes Ms. Torrez placed students in groups depending on their fluency levels. It was at this time that Giovanni and Luis were often left to work together on their own, many times not sure if what they were doing was correct or what was expected. Ms. Torrez tried to stop by and work with these students but there were many others who needed much more support. Occasionally Ms. Torrez would have a whole group activity at the beginning of the period so that she could speak to all students about the same content material.

These four focal students stayed for Period 2, but a myriad of other students joined them. This was always the time of the day that I remembered the most. There were usually 20 students in the ESL classroom at this time. There were third, fourth, and fifth graders that fell into each of the fluency categories of beginner, intermediate, or advanced learner. Alejandro's older brother and sister were both in this class as well. It was difficult for Ms. Torrez to keep all students on task unless she instructed them as a whole group. This was problematic because with all of the levels represented in the classroom, a group of students were often not reached during the instruction. On most days she would break students up into five or six groups. Each group would work on a different assignment. I observed many students not working at all, but instead talking and playing around. I was amazed to never see any serious altercations take place at this time.

119

There was no opportunity for these students to have access to any rigorous curriculum or to an opportunity to interact at a high level in English. At times Ms. Torrez tried to find lessons that she could present to the whole group. However, even with her efforts, there was never a lesson that I observed that was able to be effective for all of the groups represented in the Period 2 class. Ms. Torrez was so frustrated on many occasions that she resorted to crowd control as she moved about the room trying to keep everyone on task.

By the time Period 3 began Ms. Torrez always seemed stressed and exhausted. Period 3 usually was a time when only the fifth graders were in the ESL classroom. It was a varied group of fluency levels but, with only five to seven students on most days, it was possible to work with partners each day. However, after the difficulties experienced in the prior class period Ms. Torrez usually had to regroup before instruction began. Period 4 was another mixture of students that included Mauricio. Period 5 also was a smaller group for Ms. Torrez and then her lunch break followed. On most days Ms. Torrez spent her lunch break in her classroom working and trying to reorganize books and folders from the morning classes that had swept by her very quickly.

The remainder of the day was relatively calm, four or five third graders in Period 7 and then a planning period at the end of the day before another bus duty at dismissal. I observed Ms. Torrez go through a similar cycle each day. By the time that Period 5 came around she was usually very frustrated. It was difficult, nearly impossible, to organize lessons for so many different levels of students in one group. Echevarria and Short (2010) posit that the key to making an ESL program work effectively is to address scheduling issues. Evidence shows that grouping students across many grade and English fluency levels together is not conducive to for effective instruction or learning.

I had discussed the scheduling problems and lack of curricular coherence in interviews with many of the participants. I had also questioned the reason that, with so many ELLs in the school, the schedule could not be changed to accommodate their learning. I concluded after months of observations that this area of the program infrastructure was far from being effective for ELLs.

3.13.4 Observation Protocols

Most of my observation time was spent shadowing the five focal students as they moved between their ESL classroom and their mainstream classrooms. As I began to analyze data, similar themes emerged from the field notes of the observations that had also emerged in my review of artifacts and my interviews with teachers and administrators.

Many of my observations were informal, but I also sought to have an objective tool to use when observing and created an observation protocol. The observation protocol that I designed looked at many aspects of instruction that are used to support ELLs in ESL or mainstream classrooms. Even though the mainstream classroom teachers received very little ESL specific PD they were still held accountable for teaching the ELL students in their charge. The observation protocol, not only modified sections of the SIOP model observation form (Echevarria, Vogt, & Short, 2008) but also synthesized material outlined in Wong Fillmore and Snow's 2002 text entitled, What Teachers Need to Know About Language and Walqui's *Quality Teaching for English Learners* project. I chose information from all of these experts on ESL instruction and designed a protocol that would allow me to measure, in an objective fashion the

effectiveness of the three teacher's instruction. Although I observed for many hours in each of these classrooms over the four months spent at McLaughlin, I chose to use the Observation Protocol for only six formal evaluations for each teacher.

Table 4.5 summarizes the results from the analysis of the protocols.

Table 4.5: Results of the Observation Protocol

Category on Observation Protocol	Mr. Ryckman	Ms. Bailey	Ms. Torrez
Planning and Preparation	Mr. R followed his scripted Lang Arts plans and did not make special mention in his plans of differentiation for ELLs. All teachers used a union contracted lesson plan and were not required at the time of the study to indicate modifications or differentiation.	Ms. B followed her scripted Lang Arts plans and, although she added interesting supports, she never indicated any special plans for ELLs in her lesson plans. Her lessons were not differentiated for ELLs although at times there was some general differentiation.	Ms. T plans were made with each of her different groups in mind. She taught three different grades with beginning, intermediate, and advanced language learners in each grades. That resulted in 9 different levels in her classroom and she grouped and differentiated in her lesson plans for each of these groups. She indicated, at times, when there would be a lecture to a whole group. This number of different learning groups, sometimes four or five groups in the classroom at one time caused Ms. T to be not as prepared as she would have liked oftentimes.
Evidence of Specialized Knowledge	Mr. R did not show the use of any specialized teacher knowledge as it would pertain to using ESL strategies to instruct. He did check for understanding when using new vocabulary but this seemed to be done for general words that would be difficult for most students., not an explanation of words	As mentioned earlier Ms. B used many Early Literacy Best Practices for the group as a whole. Some of these strategies did support ELLs, i.e. making reference of text to infer messages and teaching vocabulary in context.	Ms. T consistently displayed specialized knowledge of strategies for working with ELLs. She modified lessons so as to make them more comprehensible. She explained cognates when applicable, depending on the student's native language and made applicable reference to

	that ELLs might not understand.		orthographic patterns to support students. She was able to informally and formally assess students for their English language fluency and use the collected data to drive instruction.
Instructional Approaches/Lesson Delivery	Mr. R did try to link prior knowledge with new lessons. He also expected the two ELLs in his classroom to challenge themselves and to complete their school work. I noticed that a difference with Mr. R was that he was teaching math, science, and social studies to his ELLs as well as the rest of his class. He was the teacher of record and responsible for their grades.	Ms. B used many approaches that were supportive of ELLs., i.e. paraphrasing, speaking clearly and repeating when she realized that someone did not understand, pacing lesson for better comprehension and using and explaining academic vocabulary consistently. ELLs were sitting at one table together which in Ms. B perception was so that she could work with more easily together.	Ms. T's instructional approach varied depending on the number of students in her classroom at any one time. She lectured so as to be able to handle the large number of academic groups represented at one time. She paced her lessons well, but oftentimes found herself overwhelmed with the variance in the Language Arts curriculum and that used in the ESL classroom.
Assessment	There were no modifications to the assessments that Mr. R gave to any of his students. He did not necessarily check for errors that could have been attributed to an interference with the language. He was not aware of the AMAOs testing.	Although Ms. B could informally discuss her perceived needs of her ELL students she was not aware of the AMAOs testing and did not test ELLs herself.	Ms. T was well versed in analyzing assessments both formally and informally. She was able to analyze errors and realize if they were from lack of language comprehension or another sort of misunderstanding. Oftentimes it seemed that many assessments used in the ESL classroom for the intermediate and advanced learners could have been more rigorous.
Classroom Environment	This classroom was welcoming and all of the ELLs in this class were sitting in different areas of the classroom. It would be difficult to know which students were ELLs because everyone meshed in together and worked together at all times.	This classroom was always welcoming and respectful. Feedback to students was consistently present and given to ELLs in as comprehensible manner as possible.	This classroom was always very welcoming to anyone who entered. Ms. T had a smile on her face and was very supportive of all of her students personally and academically. Oftentimes a student would be frustrated

			because of the lack of language or because they felt marginalized in some way. Ms. T was always there for support.
Professionalism	Evidence was very clear that Mr. R was respectful of all of his students and enjoyed working with the ELLs. He had not attended any further ESL specific PD other than the September session because there was none available.	Evidence is very clear that Ms. B values the diverse cultures in her classroom. She interacts with person when possible and works to build her student's confidence. She has not participated in ESL specific PD because it was not available.	Evidence was apparent of Ms. T's commitment to her students and her position as the ESL teacher in this school. She attended PD sessions, grade level meetings, and accepted to do bus duty so as to be supportive of ELLs that might have problems with transportation.

Much of the information that I gained from the Observation Protocols was not problematic. Each teacher planned their lessons, either with the Road Map or on their own. They also administered many assessments to gain knowledge of what the students were learning. As I mentioned before each of the three classrooms that I observed in during the study were welcoming environments. Teachers were respectful and professional. Therefore the two areas on the protocol that revealed a great deal to me was the evidence of specialized knowledge and instructional approaches/lesson delivery. These areas were very difficult for Ms. Bailey and Mr. Ryckman. As discussed in the interviews section of this chapter, both teachers openly remarked that they needed support to teach ELLs and that they were not knowledgeable about ESL instructional practices. This was evident in my observations as well.

I noticed from my first week at McLaughlin that there was a climate in the building and in the classrooms where I observed, that was very welcoming. Ms. Scarmasi stood at the front door of the school each morning to welcome students and parents as they entered. The office staff was friendly and, on various occasions, I was able to observe them interacting with parents who were ELLs. It was clear that speaking to someone who was not fully fluent in English was a

normal interaction, one that was respectful and carried out with ease. When I interviewed teachers and they indicated that they enjoyed working at McLaughlin I could see why they would think this way. I also realized that it was a priority for most of the teachers and staff to make sure that students did feel welcomed and comfortable in the school. I observed many school assemblies and there was a sense of pride in the school that was clearly evident.

In each of the three classrooms where I spent the great majority of my time observing the climate was welcoming as well. Mr. Ryckman had built a rapport with his group of students, he joked at times and the students enjoyed laughing with him. Ms. Bailey, who once had been a preschool teacher, was very nurturing and caring. She often spoke to students individually when they had a problem and she had a balance of being stern, yet comforting. It was easy to see that her students respected her and loved having her as their teacher. Ms. Torrez was also very well-liked by her students. Even though she had only been in the building for less than a month her ESL students smiled as they entered her classroom and competed to be the first to relate a story to her and to gain her attention. As a fluent Spanish speaker she was able to put the Spanish-speaking students at ease because she allowed them to speak in Spanish.

As I analyzed my field notes to focus only on the focal students, the same themes were consistent throughout. Each of the five focal student's efforts to make meaning of the English content that they were learning was impeded by the scheduling issues, the lack of cohesion in the curriculum, and the need for teacher capacity building. The lack of oral language engagement during the time spent in the ESL classroom was detrimental to the development of student's academic language vocabulary and their learning in general. It was confusing to start to hear a vocabulary lesson in one classroom, then move to the ESL classroom and begin to study entirely different vocabulary words, or none at all. Ms. Scarmasi's belief that the school initiative to

125

incorporate robust vocabulary lessons into their instruction would benefit ELLs was never brought to fruition. ELLs were never exposed to these lessons for any length of time to learn the vocabulary and the initiative was not used in the ESL classroom.

For Giovanni, Luis, and Mauricio the lack of rigor and the level of the work that they needed to complete in the ESL classroom allowed them to position themselves as successful. My observations revealed that this was a false sense of success. When in their mainstream classrooms they often became frustrated because the two environments were vastly different. With regards to Alejandro and Josue there was little time requiring them to respond verbally in their mainstream classrooms so they were able to go unseen during many class periods. I believe that this was not due to Ms. Bailey's lack of desire to support these students, but instead, her lack of knowledge about instructional strategies that she could use effectively.

3.13.5 Summary of Analysis of Observations Across Teachers and Students

Each of the three focal teachers respected each other and worked together very well. However, although there was camaraderie between these teachers, there was no opportunity for them to collaborate fully in order to create a more cohesive environment for the ELLs that they taught. The absence of this collaboration piece impacted their ability to properly compare the student's progress in each class, to effectively diagnose problems with ELLs, and to cohesively set forth to build curricular and instructional coherence to support student needs. It was impossible to maximize learning for their ELLs without taking the time to analyze what the instructional day looked like for each of the students that they shared. Snow and Katz (2010) posit that without a broad view of the entire instructional day that there is no assurance that ELLs are developing language learning to have access to a rigorous curriculum.

Planning for ELLs must be systematic and there must be cohesion when moving from one class to another. The lack of curricular coherence was highly evident in the language arts block of instruction. Each of the five focal students was in their mainstream classrooms when the designated language arts instruction block began. Therefore, students heard the opening of the lesson for about 10 minutes. They would then move to their ESL classroom. Because there were so many students in most periods in the ESL classroom it usually took time to get everyone settled and to begin a lesson. On most days when the ESL instruction concluded and students returned to their mainstream classrooms the language arts lesson was coming to an end. Oftentimes, students would sit and wait until other students finished the work that had been assigned. This was a cause for frustration for Mr. Ryckman, as he indicated in his interview that he simply did not know what to do with the students when they returned to his classroom.

In addition to creating coherence for students, a time for collaboration would have supported learning, and thus begin capacity building for Mr. Ryckman and Ms. Bailey. They were both frustrated because they believed that they lacked the knowledge to effectively instruct their ELL students. They had a strong desire to learn, but a sustained PD program was not available. Time spent with Ms. Torrez collaborating would have eased some of their frustrations as they would be able to tap into Ms.Torrez' expertise about ELL instructional practices. The process of sensemaking for all three of these teachers would have been supported with collaboration. Ms. Torrez had the preexisting knowledge from her 20 years of experience teaching ELLs. This expertise would have helped Mr. Ryckman and Ms. Bailey to make meaning of the challenging task of teaching ELLs (Hubbard, Mehan, & Stein, 2006).

Scheduling conflicts also prohibited the ESL program from moving forward and responding to ELLs' needs most effectively. Mr. Moreland revealed that it was difficult to

schedule more sessions and Ms. Scarmasi agreed that it was difficult to squeeze PD specifically about ELLs into an already tight schedule filled with PD sessions about the new language arts curriculum and other school initiatives, such as robust vocabulary. Kaufman and Stein (2009, pg. 1) label this problem as an attempt "to navigate the chaotic waters of instructional policy reform." In the case of the Kaufman and Stein study ESL policies "landed on top" of other district policies. In this study, the reverse occurred. When the Regional ESL centers first opened in McLaughlin and other schools there was some PD to support teachers. However, once the school reform agenda went into full swing any specific policy issue regarding the ELL population took a back seat to what was considered priority in the entire district. This caused frustration for Mr. McKay and the district's ESL teachers. I argue that as time went on it then became a cause of frustration for mainstream teachers in the ESL centers as they tried to make meaning and to request support and it was not available to them, thus compromising their ability to build capacity.

Day-to-day scheduling issues, also stemming from district policies, compromised the capacity for everyone in the building. Each teacher had ELLs in their classrooms. If schedules permitted Ms. Torrez to work with each grade level separately in one or two class periods there would have been less chaos around her instruction and her lesson planning. Veteran ESL programs assure that schedules will be adjusted to accommodate the needs of ELLs. The lack of capacity due to little specialized knowledge regarding the instruction and learning of ELLs impacted the decision to make schedule changes.

Through my observations it was apparent to me that there was great need to build teacher and administrator capacity. The entire district was experiencing many transitions due to new policies that had evolved from the comprehensive reform agenda. The infrastructure of the

Regional ESL centers was also evolving. At the time of the study the centers had been opened for five years. They were no longer a new concept. The number of ELLs enrolled in the district was growing and McLaughlin was home to students are all levels of English fluency. My observations revealed that teacher capacity and administrator capacity was not growing at the same pace as the number of newly enrolled ELLs. Sustained and consistent professional development was needed, yet it was not considered an urgent need by district officials. As deJong and Harper (2005) point out, the "just good teaching" approach doesn't support the needs of ELLs. The approach that was is good for the rest of the students, is good for ELLs too does not account for the linguistic and cultural diversity of the ELL population. Also, as brought forth in Chapter 3, this particular urban district sent a clear message in their reform documents that the priority in the district was to use culturally relevant pedagogy to narrow the achievement gap between the district's African Americans and whites. With no specific policy in place regarding the instruction and learning of ELLs, the district continued to place this emerging population outside of the mainstream groups of students that it serves (deJong& Harper, 2005).

The need to build teacher capacity was very evident during my observations. Knowledge of instructional strategies to teach ELLs was not observed with Ms. Ryckman and Mr. Bailey. Opportunities for students to access a rigorous curriculum were rarely found in any of the three classrooms. It was important for ELLs to have access to English and access to content as well. Snow and Katz (2010) suggest that ELLs must have language input, or as Krashen labels it "comprehensible input" in a rich language environment for language acquisition to be successful. Students must have opportunities to read, write, listen, and above all use the language orally. At the same time it is necessary to instruct explicitly, tailoring to students individual fluency levels. Through this explicit instruction, access to a rigorous curriculum can occur (Krashen, 1985).

These components of successful ESL programs were never discussed in the monthly grade level data meetings. Instead assessment data was analyzed briefly in order to move children into different Focus groups for the daily intervention period. Rather than learning about interpreting ELL student data, students were moved about without a true understanding of their needs.

3.14   OUTREACH

This final section of Chapter 4 reviews the McLaughlin's success in communicating with ELL's families and allowing them access to information regarding their child's education. The outreach component of Title III points out to school districts that parents or guardians of ELL students must have equal access to any information being communicated about the students, the school, or the district.

The decision to move Ms. Torrez to McLaughlin from another Regional ESL center was based on her experience and her being a fluent Spanish speaker. She was helpful in communications for parent conferences and other activities held in the school. In general McLaughlin did communicate well with parents and made every effort to include ELL families in any and all school events or programs. An example of this was a Spanish family literacy series that Ms. Torrez and one of the school's kindergarten teachers began during the time of the study. A small grant had been secured by a kindergarten teacher and she decided to use the funds to work with Ms. Torrez to plan a series of teaching sessions for Spanish-speaking parents. Books were secured for each child attending with their parents to learn more about teaching early

literacy skills, such as reading and writing. Students and their parents attended three sessions during the fall of 2009. Ms. Torrez translated during the sessions which were well attended.

The literacy sessions were well received and Ms. Torrez hoped that it would be the beginning of many more curriculum sessions that would help support families to support their child's learning. In addition, many school assemblies included ESL students and incorporated music from other countries. In general, at the time of this study Ms. Scarmasi and her McLaughlin staff had very clear lines of communication open between the school and student's parents. The outreach program had become quite successful.

4.0   CHAPTER V: CONCLUSION

4.1   DISCUSSION

The purpose of this study was to address the following research questions:

1. What is the historical development of the district model for supporting ELLs and those who teach them?

2. How is the district model for the instruction and learning of ELLs

implemented in a regional ESL Center?

3. How effective is the model and its implementation in terms of:

- Personnel

- Instruction

- Assessment and Accountability

- Outreach

Although the study was limited by focusing on only one school district and one school within that district, the results provide a description of how that district is addressing an emerging ELL population. The focal district used in this study is representative of other urban districts in transition, and, as such, it can provide information about features of its instructional model that seem to be supporting the academic success of ELLs, as well as challenges the model has yet to address.

The analysis of documents related to the development of the district model for ELL instruction and support and the analysis of interviews, artifacts, and observations in a regional center implementing the model provide evidence for some noteworthy conclusions about the effectiveness of the model. In this chapter, I will focus on two important influences on the effective implementation of the district model for supporting ELLs: demographics and policy.

4.2   DEMOGRAPHICS

In spite of comprehensive school reform in the district, this study revealed that ELLs were not a visible presence in the reform agenda. No specialized attention was given to the linguistic needs of ELLs in the district's extensive strategic plans that outlined specific efforts to narrow the achievement gap between the district's African American students and white students. The Strategic Plan for 2008-2014, that was revised as recently as July of 2009, was designed by a 'Teaching and Learning' team that included representatives of various district departments who had a vested interest in the district strategy. Mr. Moreland, as the representative of the ESL department, was not part of this team that would eventually make many important decisions for all district students. Included on the 'Teaching and Learning' team were representatives of the Special Education and the Gifted and Talented programs, as well as district administrators and staff, but not Mr. Moreland.

The African American population in the district at the time of this study was nearly 60% of total student enrollment. For many years an achievement gap has existed between African Americans and white students in this urban district. Plans were surely needed to increase

African American student success. However, as was seen in many district documents the district reform focus was explicitly defined in terms of narrowing the gap between these two sub-groups of students. Terminology used in strategic planning documents and the Excellence for All policy initiative suggested that district positioned mainstream teachers, the mainstream curriculum, and mainstream classrooms as the norm for the district's plans and the framework that would support student success.

Although some documents referenced the increased use of culturally relevant and culturally responsive pedagogy, specific plans did not give attention to building capacity of those who instruct the growing linguistically diverse population in the district. The linguistic diversity of ELLs was minimized next to cultural diversity, overlooking language needs, education needs, and equity issues.

The district reform agenda assumed that by increasing the use of culturally relevant pedagogy (CRP) it would also cover the needs of district ELLs under the CRP umbrella. This study revealed this assumption as faulty. Although statistics show that many ELLs are racially and culturally diverse and oftentimes part of lower socioeconomic groups, the linguistic needs of ELLs must be considered separately (Nieto, 2002). A limitation of this study is the rationale behind district administrator's choice to not explicitly address the needs of linguistically diverse students and their teachers in school reform documents. This choice may have resulted because ELLs were perceived as being a small group of students in the district. Or, this choice may have been due to a lack of capacity on the district level regarding the uniqueness of effective ELL instructional practices. Further research would possibly explain this issue.

Building teacher capacity to instruct ELLs is oftentimes difficult for administrators of school districts, who themselves lack the required specialized knowledge. Growing ESL

134

programs, although an integral part of a district, become invisible to administrators charged with carrying out school reform initiatives. According to Harper and de Jong (2009), "The professional expertise of English as a second language (ESL) and bilingual teachers remains invisible in mainstream educational discourse, much like the proverbial, 'elephant in the room.'" (p. 137). In the district comprehensive reform agenda documents ELL students were indeed invisible.

Because ELLs were 2% of the overall district enrollment, there was no accountability pressure to disaggregate test data for them as a sub-group. In the state of Pennsylvania ELL sub-groups are created when there are 40 or more students in one grade level in a district school. Since sub-group numbers had not been reached in the district was able to report ELL's state test scores along with all other students, thus allowing all test scores to merge into a general report. With no sub-group, attention could not be given to ELLs as a group of students who were not meeting AYP. Even though ELLs represented nearly 20% of the McLaughlin student enrollment, the fact that there were not 40 ELL students in any one grade level prohibited the formulation of state reported disaggregated data.

Again, I concur that the emphasis placed on the academic needs of African American students and the instructional plans outlined in the district strategic plan were most definitely merited. Unfortunately for the district's Regional ESL centers, like McLaughlin, 20% ELL enrollment, not 2%, went unnoticed. Strategic planners represented ELLs as 2% of overall district enrollment. A wide gap exists between these percentages, one which was not addressed for McLaughlin's ELLs.

In addition to the effect that the district's demographics had on academic support given to ELLs, policy impacted the manner in which the district model for ELL instruction and learning

was implemented. Findings revealed many issues on the state, district, and school level that contributed to the district's program effectiveness.

4.3   POLICY

At first glance the response by the district to their emerging ELL community was effective. The major components of Title III of NCLB, a national policy initiative, were addressed. ESL teachers were placed at each center, students were receiving daily ESL instruction in a pullout program, assessments and accommodations were in place and Mr. Moreland was available when needed to help with outreach programs at the individual center schools. However, what was revealed in district documents, interviews, and observations was that the district's response was not commensurate with the growth in ELL enrollment. The Pennsylvania Department of Education certainly did not model for the district how to support ELLs more effectively. Instead, PDE mirrored the school district in that their response to growth in the ELL population on the state level was also not commensurate with enrollment growth.

4.3.1   Impact of Pennsylvania Department of Education Policies on PPS Policies

Policies on the state level had not been updated since NCLB mandated them in 2002. Current policies specifically focusing on the instruction and learning of ELLs were non-existent on the district level and nearly non-existent on the state level. The school district and McLaughlin showed no urgency to respond to the academic needs of the linguistically diverse ELL population. I posit that this was a 'trickle down' effect from the lack of urgency seen at the state

level. Both the ESL department at PDE and the ESL department at PPS were marginalized from the mainstream group of policy and decision makers.

Levels of district response can be characterized in stages based upon how an ELL program continues to understand the needs of their ELL students and families, and, in turn how they respond to those needs (Zehler, et al., 2008). The ESL program at the district had developed to the point of having a separate department devoted to ELLs and ESL teachers in every regional center. However, the results from this study indicate that the development stopped there. No further action was implanted with the result that the ESL Department and Mr. Moreland in the school reform agenda were marginalized. Moreland's efforts to increase professional development sessions for all mainstream teachers instructing ELLs and all administrators of the centers were clearly overshadowed by other district initiatives.

In terms of assessment and accountability requirements the school district complied and fulfilled their responsibilities in this area. However, Mr. Moreland's projections for the program included expanded perspectives and plans, while the rest of the district were still in the stage of simply complying with assessment accountability regulations outlined in Title III of NCLB. Evidence of the need to develop the ESL program in a more extensive and rigorous manner was overlooked in reform plans due to the lack of a working knowledge of the facilitation of ESL programs. Evidence is discounted when it doesn't support administrator's pre-existing beliefs (Coburn & Talbert, 2006). Although Mr. Moreland had the capacity to create a successful program he had limited advocacy to make the ESL program a priority. A cohesive district wide vision focusing on shared goals for ELL achievement and building teacher capacity did not exist (Lindholm-Leary & Genesee, 2010). The lack of a district-wide vision may have stemmed from the absence of a state wide vision to employ highly-qualified ESL teachers and to build capacity

across the state to support the growing ELL population. Consequently the district had no policy specifying a plan for improving the instruction of those charged with teaching ELLs in the Regional ESL centers.

State documents relevant to the education of ELLs revealed that PDE's position regarding ELL instruction and learning was parallel to the district position. On the highest level of administration both organizations were in need of building capacity. Numbers of ELLs were increasing consistently. On the Eastern side of the state in Philadelphia, Reading, Allentown, and Lancaster numbers had risen dramatically since 2000. Yet, Pennsylvania ESL teachers are not required to be certified in ESL. Twelve university credits or a total of 180 hours of professional development, often facilitated by one of the state's intermediate units, is enough to begin educating ELLs in Pennsylvania. It was not until 2004 that the ESL Program Specialist, the title given to ESL teachers who have completed the training, was required by Pennsylvania school districts, a requirement initiated because of NCLB mandates in 2002. At the time of this study, competencies for the ESL Program Specialist had not been updated since 2000. Advocates at the Education Law Center (ELC) tried for years to petition the state to upgrade requirements for ESL teaches and require a more stringent certification process. In a 2009 document entitled *English Language Learners in Pennsylvania Public Schools: Law and Policy, Current Problems, and Possible Solutions*, the Education Law Center detailed their existing concerns for Pennsylvania's ELLs in Special Education classrooms and the lack of a Pennsylvania state monitoring system that would assure that school districts were in compliance with Title III of NCLB (Retrieved at www.elc-pa.org, 2009).

A variety of background experiences and knowledge exist among those charged with facilitating the state ESL program who are also marginalized in their position in the Department

of Education. The communication from the state ESL Department filters through the school district and Mr. Moreland in the ESL Department. It would seem that both that PDE and school district administrators realize their lack of capacity regarding ELL instruction and learning and, in turn, have placed full responsibility for ESL program implementation in the hands of their respective ESL Supervisors.

Many districts in Pennsylvania do not have enough students in one grade level of a school to comprise a sub-group. Thus the state testing results for ELLs in the school district have never been disaggregated for Adequate Yearly Progress (AYP) purposes. However, Title III of NCLB also requires each state education agency to develop and report Annual Measureable Achievement Objectives (AMAOs) had to be reported yearly. There are three types of AMAOs outlined by NCLB and the WIDA consortium, of which the state of Pennsylvania is a part of:

- AMAO 1/Progress: districts are to assure annual increases in the number of percentage of students making progress in learning English. Students are required to be assessed in four areas; listening, speaking, reading, and writing.

- AMAO 2/Proficiency: districts are to assure annual increases of English proficiency by the conclusion of each school. The results of these assessments must be reported to the state education agency and, in turn, the state must report back to the district if sufficient progress was attained.

- AMAO3/ AYP: districts assure that ELLs are making adequate yearly progress on the state's academic content assessments. Once a sub-group of ELLs (40 in Pennsylvania) is established these scores must be reported.

Since ELLs are not visible in AYP reports as a disaggregated sub-group it is difficult to monitor the specific progress of ELL students in most districts. The ELL's state test scores, again, blend in with all other student's scores, as they do in the focal school district, thus becoming invisible. Also, since there was no sub-group, ELLs who scored below basic on state tests were not able to cause a district to be out of compliance with AYP resulting in probationary action. This is the case for many school districts in the state with lower numbers of ELLs who go unnoticed. Interestingly even though PPS reported their AMAOs report each spring there was a long lapse for the state of Pennsylvania to record and publish state reports for AMAOs compliance. At the time of this study the focal district had waited nearly three years to be told if they were in compliance. The lack of urgency in the district paralleled the lack of urgency in the state of Pennsylvania. The smaller the enrollment of ELLs, the farther down on policymaker's priority list they go (Callahan, Wilkinson, Muller, & Frisco, 2009).

4.3.2   Impact of School District Policies on McLaughlin Policies

The first layer of context where teachers make meaning of state and national policy is constructed by the school district (Russell, 2007). Thus, the lack of urgency to respond to the needs of linguistically diverse students on the district level resulted in the "homogenization" of curriculum, instruction, and assessment of ELLs (Harper & deJong, 2008). Teachers at McLaughlin perceived that they were following district policy, although ELLs were invisible to many within the district. In the comprehensive school reform agenda ELLs disappeared into the mainstream educational setting and were not accounted for in separate initiatives. Linguistic diversity was overlooked in district strategic plans and teachers could be considered highly-qualified without the knowledge of effective ELL instructional practices. Little to no policy

specifically designated for ELLs in the state of Pennsylvania, the school district, and from McLaughlin created an incoherent environment for teachers trying to make meaning of instructing ELLs.

One of the most important instructional policies in the school district's comprehensive school reform was the *Empowering Effective Teachers Plan,* funded in part by a $40 million grant from the Bill and Melinda Gates Foundation. It has rigorously been enacted to: (a) increase the number of highly effective teachers in the district, (b) increase the exposure of high-need students to the most highly effective teachers, and (c) to ensure that all teachers work in learning environments that support their ability to be highly effective (Retrieved at www.pgh.boe 2009). Although I would consider many of McLaughlin's teachers to be highly effective in a general sense, including the three focal teachers in this study, if was very evident from observations and interviews that there was little knowledge amongst the staff regarding specific instructional strategies, modifications and accommodations to tests and other assignments, and differentiation to increase participation and language learning for their ELL students. Thus, in terms of the Title III components personnel and instruction I assert that the focal school district was complying on only a superficial level to the requirements of NCLB.

A growing corpus of research investigates effective teaching practices of ESL teachers, English Language Development (ELD) teachers, and mainstream content-area teachers who have little knowledge about instructing the increasing numbers of ELLs in their classrooms (Hamann, 2008; Arens, Foster, & Linder-VanBershot, 2008; Saunders and Goldenberg, 2010; Aguila, 2010). Districts who are responding to the sense of urgency to build teacher capacity support the intense need for consistent and sustained professional development for the large population of teachers in the United States that have begun to instruct ELLs (Arens, et al., 2008: Hamann,

2008; Zehler et al., 2008; Tellez & Waxman, 2006). Teachers who instruct ELLs need to understand not only culturally diverse students, but linguistically diverse students. Waxman and Padron (2002) assert that the lack of attention to pedagogy that is specifically designed for teachers of ELLs has profoundly influenced their academic achievement. A 2005 study by Rumberger and Gandara showed that many ELLs are instructed by teachers that lack necessary pedagogical skills to teach them. Such is the case at PPS and McLaughlin.

The capacity of those charged with instructing many of the district's ELLs was seriously compromised by scheduling conflicts, the lack of time for collaboration and PD for effective ELL instruction, in addition to the many district policies from the school reform that were roadblocks to building teacher and administrator capacity. In a policy brief entitled, *"Sustaining Ambitious Instructional Reforms Amidst the Tides of Policy Cycles",* Kaufman and Stein suggest that districts must 'use intentional strategies that aid in the integration of multiple policies, encouraging subject-matter experts, teachers and/or coaches to talk together about the implementation of instructional policies and potential linkages amongst those policies' (p.6). This present study revealed very clearly that Mr.Moreland, and the ESL Department, were not considered a separate entity in the instructional reform, nor were policies specifically written regarding the instruction of ELLs and the need for their teachers to be considered highly qualified. Finally there was no plan to include specific policies regarding the instruction and learning of ELLs, a point made clear when Mr. Moreland and the ESL department were not represented on the Teaching and Learning Team who wrote the 2009/2014 Strategic Plan. The failure to respond did not occur because there was a lack of desire for this sub-group of students to achieve, but instead, the instruction and learning of ELLs was, and still is not responded to effectively due to a lack of capacity. This lack of capacity on the district level made it impossible

for district leaders to realize the importance of Mr. Moreland's requests for increased Professional Development, smaller class sizes, and curriculum modifications in order to build teacher capacity.

In addition to the need for building capacity the coherence of the program was compromised by scheduling and curriculum issues. Scheduling practices at McLaughlin did not support curricular coherence. Since ELLs could only be pulled for their ESL instruction during language arts periods Ms. Torrez was left with having to organize her class schedules around the schedule of the school. At times her room was overflowing with students that represented third, fourth, and fifth grades, in addition to students on the beginning, intermediate, and advanced levels of English fluency. The task of making a schedule that effectively worked for each student was overwhelming and proved to be impossible and ineffective. Students were in their mainstream classrooms for the beginning and end of the language arts periods and moved to the ESL classroom at the time in between. This left little coherence in the schedule and, as was seen, little coherence in the curriculum. Scheduling issues limited student's opportunities to learn. Neither classroom setting offered ELLs an opportunity to engage in meaningful oral language development. Tasks were completed in both classrooms, but the opportunity to engage in sustained activities that allowed them to verbally interact, thus allowing them to reach their full cognitive potential (Lantolf & Appel, 1994). In the ESL classroom, Ms. Torrez had little time to interact with students in their "zone of proximal development" (Vygotsky, 1978) because too many levels were present in her classroom in one class period.   Although students did work in leveled groups in the ESL classroom on language learning tasks, little scaffolding occurred since students were usually asked to complete worksheets instead of engaging in group work that would support their collective acquisition of English (Donato, 1994).

Organizational constraints, one of the causes to curricular and program incoherence, that were based on ELLs placement policies and the district and school's policy about scheduling put students at an academic disadvantage (Callahan, Wilkinson, Muller, and Frisco, 2009). Students often transitioned from ESL classroom to mainstream classroom at inopportune times due to school policy regarding scheduling. This created much confusion and incoherence. Attempting to navigate between the two environments, with two teachers, two lessons, two reading resources, and two classroom structures was cause for great disparity (Nieto, 2002). Mainstream teachers were not responsible for the ELL student's language arts grades therefore there was no accountability pressure for them to realize that the schedule was glaringly incoherent for the student. Since there was no policy reform regarding ELL instruction to strengthen programs at the Regional ESL centers teachers did not have the luxury of being guided by a common framework for curriculum, instruction, and learning climate for ELLs (Newmann et al., 2001). Disconnected, short-term opportunities to learn, as each of the five focal students experienced, were limiting. Increased coherence in the schedule, the curriculum, and the resources used for language arts classes would have motivated students to be more engaged in their learning (Newmann, et al., 2001).

How an educational program, in this case the ESL Regional Centers, evolves over time is useful in ascertaining its institutional validity. It also allows an opportunity to review practices within the program design that are valuable to those that it was intended to benefit (Gall, 2007). When the centers opened in the fall of 2006 there were many benefits to the district's ELLs. At that time ELL enrollment was hovering around 200 students district-wide. In the beginning years of the Regional ESL centers one or two ESL teachers were on-site at each center and available to support mainstream classroom teachers. The hopes were for there to be increased

opportunities for ESL teachers to collaborate with mainstream teachers, and in the first years that collaboration did exist. Also, Mr. Moreland was afforded more opportunity to hold professional development sessions in the schools to not only communicate compliance regulations but to teach about effective ELL instructional practices. Since there were not many students in most schools it appeared that the ESL program was manageable.

However, at the time of this study many circumstances had changed. The enrollment numbers had risen to 625 students and showed signs of consistent increases. The comprehensive school reform was in full swing and one policy initiative after another was being carried out in district schools. A new language arts curriculum began to be used in the fall of 2009 and a new math curriculum was to set to be put into schools the following year. With the new curriculum came intervention initiatives and scheduling demands. In addition, to these points just mentioned, the district was set to roll out a new, and somewhat controversial, assessment tool for all district teachers. Each initiative and new program seemed to be vying to become the priority. All teachers were struggling to make meaning from the number of initiatives and to focus on each of their responsibilities in a coherent manner. Kaufman and Stein (2009) illuminate the situation that the district was in at the time of the study stating, "schools can develop strategies that lead to the maintenance of multiple instructional policies and create coherence among those policies (p. 1). The need for professional development, to guide teachers to implement school reform initiatives with fidelity, peaks when there are multiple instructional policies.

This study reinforces Harre and van Langenhoves's theory of positioning as it applies to educational settings (1999). Students can position themselves, or be positioned by others, as competent and productive group members or as marginal participants who are not expected to contribute. Teachers can position themselves in response to reform, transition, and mandates in

their school districts. Teachers can also, intentionally or unintentionally, position themselves as they instruct and as they consider their approach to instruction. They may expand or limit a student's opportunity for learning as well, depending on their thoughts about a student and that student's ability to learn (Yoon, 2008). In this case, teachers and administrators at McLaughlin positioned themselves in response to the initiatives that were a part of school and district reform. They were overwhelmed by many initiatives in the district, as well as a piloting of a new teacher evaluation. Since there were not specific initiatives to instruct ELLs or to participate in professional development designed especially for teachers in the Regional ESL centers, teachers made meaning of the initiatives that were in effect and assumed that ELLs were included in these. District officials, and the school principal, were positioned in the same manner, believing that the reform agenda included the linguistically diverse students in the district, even though policies were not specific regarding ELLs.

Collaboration between ESL teachers and mainstream classroom teachers would have given everyone support. However scheduling and other time constraints were in the way of sustained collaboration. Much of the current educational research discusses the need for teachers to collaborate (DuFour, 2004; Yap, 2005; Talbert & McLaughlin, 2006, Matsumura, 2008). Supportive learning communities in schools, led by principals who are instructional leaders, enable teachers to make meaning of new policies and new programs. Mr. Moreland provided an abundance of information for all district teachers to use as resources; the ESL handbook, PD sessions when requested by school principals, and a website that included translating information and an extensive list of informational powerpoints. However, there was one big disconnect. Unless a teacher went forward on their own most of these resources were never used to support teacher capacity building.

What little collaboration that did take place occurred in grade level data meetings. However, these meetings became a time to read student's scores from a list stopping quickly to discuss their academic problems, not to discuss how effective instruction could possibly help.

Yap (2006) states, "while teachers at the low-performing schools are likely to take part in collaborative activities (e.g., joint planning and team building), there has been some hesitancy to identify instruction as a key area of school improvement. They are more comfortable talking about organizational structures, schedules, and other factors outside of what they do in the classroom. (p. 12)".

I found Yap's statement to be very true in my observations of data meetings at McLaughlin. There was little time for reflection or to make plans for more coherent instruction for ELLs in their classes. With regards to ELL instruction, the learning that took place in the learning communities was very superficial and scant. Principals influence teacher sensemaking when they become a part of the teacher learning community, as Ms. Scarmasi did when she attended the data meetings. The interaction at these meetings influenced everyone's interpretation of policy (Coburn, 2005). The lack of explicit reference to linguistically diverse students in district policies sent the message was that ELLs were a part of the larger group of students with similar needs to English-speaking students. Waxman and Tellez (2002) posit that the sort of collaborative learning that builds the learning community and thus, teacher practices, is associated with higher academic achievement of ELLs. However, capacity for instructing ELLs was not at the level to make meaning regarding this sort of collaboration.

The conditions did not seem right for teachers to begin to collaborate at McLaughlin. There was collaboration taking place informally throughout the school as it pertained to grade level issues and to other initiatives being carried out in the building at the time of the study.

147

However, for true collaboration to begin between the two ESL teachers in the building and the mainstream teachers there would need to be an overhauling of the school schedule so that Language Arts classes were staggered by grade level throughout the day, as well as time set aside to allow for teachers to meet on a consistent basis. Unfortunately, the roadblocks that were present were grand, especially since efforts to collaborate to improve the instruction and learning of ELLs really did not align with school and district priorities.

The relationship between policy and practice in the current accountability framework is often driven by high-stakes testing and state standards (Pacheco, 2010). Without a policy or initiative of their own English language learners in the focal school district are expected to achieve as their English-speaking peers. The absence of accountability targets for an ELL sub-group is challenging to the district's ESL teachers since the responsibility of instructing ELLs is placed on their shoulders.

4.4   IMPLICATIONS FOR FURTHER RESEARCH ON THE IMPACT OF POLICY ON THE EFFECTIVENESS OF ESL PROGRAMS

This study sought to investigate the implementation and effectiveness of an urban district's model for instructing their increasing numbers of English language learner students. The findings suggest that districts with emerging populations of ELLs are must be prepared for the challenging task of making infrastructure changes in order to effectively instruct this linguistically diverse group of students. The education requirements addressed in Title III of NCLB: personnel, instruction, assessment and accountability, and outreach formed a framework

for this investigation into how policies on the state and district level impacted the instruction and learning of ELLs on the school level at McLaughlin. This study provides insight into how districts with emerging ELL populations choose to respond to needs for infrastructure changes so as to meet the needs of their English language learners, specifically reflecting on the impact that district demographics have on policy and the fidelity of program implementation.

This investigation also provides evidence that English language learners will remain invisible to district policy makers until enrollment increases are large enough make them accountable in Average Yearly Progress reports. The results suggests that the lack of capacity on the state and district level to support an ESL program with sustained growth compromises the agency of those charged with facilitating the implementation of the program. As such, this lack of capacity on the state and district level influences decisions of policy that create dramatic effects on teachers and students.

This study adds to a small, but emerging body of research on the effectiveness of those who teach English language learners and the need for capacity building through professional development for mainstream classroom teachers. It also contributes to an understanding of the need for infrastructure changes in school districts with emerging ELL populations and the support that is needed by districts to respond in an effective manner to the needs of linguistically diverse students.

Finally, it is my hope that when a report of my findings is submitted to Mr. Moreland, district ESL Curriculum Supervisor, he will be able to use it to support his efforts to negotiate changes to the ESL program in the Regional ESL centers. In terms of personnel and instructional needs in the school district, increased professional development that is consistent and sustained will impact instruction in the Regional ESL centers. I am hopeful that this report will give Mr.

Moreland the leverage needed to begin building capacity related to the instruction and learning

of English language learners in the focal school district and create an opportunity for English

language learners to be given attention on the district reform agenda.

APPENDIX A

OVERVIEW OF THE CONTENT OF DATA SOURCES

National Data Sources	Obtained From	Overview of Content
NCLB Title III (2002)	U.S. Department of Education website	All states are legally required to provide an equal opportunity for education to ELLs. Key components are to provide effective instruction, appropriate assessments, highly qualified instructors, and evidence of community outreach.
Remade in America (2009)	New York Times	Series of articles highlighted the condition of educational opportunities for ELLs in United States schools.
Professional Development	National Clearinghouse for English Language Acquisition	This source was reviewed various times to gain updated information concerning the education of ELLs in the U.S., specifically information regarding Professional Development and teacher education.
Fast Facts Tables and Figures	National Center for Education Statistics (NCES) www.nces.ed.gov	This source was reviewed various times to gain updated information concerning numbers of ELLs in the U.S. and in PA, as well as other important information regarding the education of ELLs.
Preparing to serve English language learner students: school districts with	Institute of Education Sciences (IES) report	Report of an investigation of the response of school districts in the Appalachia region to the increasing numbers of ELL students in their schools. The report looks at school

emerging English language learner communities (2008)		district in Kentucky, Tennessee, Virginia, and West Virginia.
Are Teachers in the Central Region Begin Prepared to Teach Linguistically Diverse Students? (2008)	McRel/Institute of Education Sciences (IES) report	Report that describes state policies regarding teacher preparation for those who teach ELLs. Report found that five of the seven Central Region states, Colorado, Kansas, Missouri, Nebraska, and North Dakota require ESL teachers to have knowledge of first and second language acquisition. South Dakota and Wyoming do not have this requirement.
OCR Complaint article/PA Program Specialist (2000)	Education Week	U.S. Dept of Ed received a complaint from the PA-based Education Law Center arguing that the state of PA violated ELLs' civil rights by not requiring a state certification for state ESL teachers.
OCR Complaint article/ESL program (2005)	Education Week	Reviews the complaint made to the Office of Civil Rights regarding the educational opportunities of Somali students in PPS.
Ensuring English Language Learners Success (2009)	National Clearinghouse for Bilingual Education	The article states that in spite of an increase in ELLs the state of PA doesn't require ESL teachers to be certified in ESL or Bilingual Education.

State Data Sources	Obtained From	Overview of Content
Basic Education Circular (2009)	Pennsylvania Department of Education (PDE) website www.state.pa.us	Outlines identification of ELLs, programming, and compliance requirements. Also, includes Title III provisions, as well as a review of various components of an ESL program.
ESL Professional Development Plan (2009/2010)	PDE website	A listing of professional development offerings in the state during the 2009/2010 school year.
Professional	PDE website	Archived copies of handouts used at various professional

Development Handouts (2005-2009)		development sessions.
ELL Exit Criteria (last revised in 2007)	PDE website	Listing of criteria necessary for a student in PA to exit from the ESL program in their school.
ELL Program Guidebook (last revised in 2002)	PDE website	An outline of how to establish an ESL program in your school district. Discusses policies and compliance issues surrounding the education of ELLs.
ELL Program Statistics (last revised in 2007)	PDE website	A listing of demographics of the ELL population of students in PA, languages spoken, and the various numbers of students in different school districts.
English Language Proficiency Standards (last revised in 2007)	PDE/SAS website www.pdesas.org	A listing of English Language Proficiency Standards that are required standards for all ELL students in PA. These standards are said to meet NCLB Title III requirements by providing a framework of standards-based instruction and assessment.
ESL Program Specialist Competencies (2002)	PDE website	A listing of competencies teachers must complete before being eligible to become an ESL Program Specialist. Teachers may become a Program Specialist after 180 hours or 12 credit hours of classes. An exam is not required.
Complaint to the Office of Civil Rights Concerning English Language Learners in the focal school district (2005)	Education Law Center	An overview of the complaint made to OCR on behalf of Somali students in the focal school district. The complaint details that the district had not adequately worked or communicated with Somali students and their families, in addition to not providing an opportunity for students to be educated fairly. The complaint calls for the district to fairly integrate the Somali students into the district schools and to afford them an equal opportunity to have access to education.

District Data Sources	Obtained From	Overview of content
Strategic Plan 2002-2007	District Website	Outline of plans for Performance Excellence throughout the district.
District Performance Study (2005)	District Website	A report from the State of Pennsylvania regarding the district's performance and areas in which improvement was needed.
District Improvement Plan (2005)	District Website	District plan to make improvements base on a needs assessment by the state of Pennsylvania.
Assessing the Performance of Public Schools in Pittsburgh (2005)	District Website	A report prepared by the RAND group suggesting a number of suggestions for changes that would need to be made in the district in order to increase student performance.
The Council of Great City Schools Curriculum Audit Report (2006)	District Website	A report prepared by Great City Schools suggesting a number of changes that the district would need to make in order to increase student performance. GCS suggests that the district should ensure that measurable goals should include all district sub-groups, adds that district does not comply with NCLB and list ELLs as a sub-group.
Excellence for All Reform Agenda (2006)	District Website	The official name of the reform agenda, Excellence for All, is announced in this report. Discussion of plans to change various areas of the school district in order to increase student performance. Focuses on the achievement gap that exists between the districts African American and white students.
District Right-Sizing Plan (2006)	District Website	This report announced plans to close a number of schools in the district, called "right-sizing" by district officials. Also the announcement of the creation of Accelerated Learning Academies in selected schools throughout the district. Plan states that the district will promote programs that will benefit all socio-economic groups and racial groups.

District Empowerment Plan (2006)	District Website	A report outlining the district's plan for improving student performance. Discusses equity for all students and the achievement gap that exists between the African American and white students.
District Improvement Plan: Getting Results (2007)	District Website	This report is an updated version of the district plan for improvement. Discusses the need for culturally responsive pedagogy and discusses requirements outlined in Title I. Focuses on the achievement gap between African Americans and white students.
Strategic Plan 2008-2014	District Website	An updated plan of the district's strategy to increase student performance. Discusses the district plan to reduce racial disparities, to include culturally relevant material into lessons. Explicitly states that African Americans will see an increase in performance.
Excellence for All Reform Agenda (2009)	District Website	An updated outline of the specific plans for school reform. Discusses the need for changes in the disparities between African Americans and white students. Discusses the progress of various sub-groups in the district, but does not mention ELLs.
Empowering Effective Teachers Plan (2009)	District Website	A report discussing further plans for work with teachers to increase effectiveness. Also discusses the $40 million grant from the Bill and Melinda Gates Foundation. Mentions district demographics and how teachers must be empowered to decrease the disparity between African Americans and white students. Does mention the need for using culturally relevant and culturally competent pedagogy.
District Info Source: Parent and Family Engagement/Spanish Version (2008)	Document was given to me by Tim Moreland.	Spanish version of a district information source that is available to all parents listing various sources within the district for students.
ESL Handbook (2009)	District Website	Handbook that outlines the ESL program, discusses compliance issues that must be adhered to by all

		teachers, and reviews some best practices for teaching strategies to use with ELLs.
ESL Professional Development Archived Powerpoints (2009)	District Website	Various powerpoints that discussed compliance issues, vocabulary acquisition, best practices to use when teaching ELLs, etc. Most of the professional development sessions facilitated by the ESL department are uploaded for access by all teachers and staff.
ESL Website (2009)	District Website	The link to the ESL website from the PPS website is a source for various sources of information for teachers, parents and students.
ESL Projections Through the School Year 2012/2013 (2009)	Document was given to me by James Moreland.	Moreland's projections for growth in the ELL population from 2009 until 2013. Moreland discusses the need for more ESL teachers, the need for extensive professional development for teachers and administrators, and the impact that this growth will have on the ESL Department.
City schools increasingly must teach non-English speakers (2008)	Pittsburgh Post-Gazette	Labels Pittsburgh an "anomaly" among urban school districts because of low number of immigrant students. Discusses how the numbers are growing and predicted to grow even further in the following years. Speaks of the OCR complaint representing district Somali students as what paved the way for a better education for other ELLs in the district.
Making the Grade (2007)	Pittsburgh City Paper	Indicates that school district superintendent has put the district on a steep learning curve. Reviews changes that occurred in the district from closing schools to efforts to narrow the achievement gap in the district.
Some See Immigration Key in Pittsburgh's Future (2009)	Retrieved from KDKA.com	Discusses the belief that there is a need for more immigrants to move to the city of Pittsburgh to stimulate growth in the region. Again reference is made to Pittsburgh being the last urban city to have an influx of immigrants, or as is quoted in the article to become

		"Latino-ized."
Pittsburgh black students' PSSA scores up (2009)	Pittsburgh Tribune-Review	A report on 2009 PSSA scores and the improvement seen in the African American student population on tests. Points to the Excellence for All initiative as the stimulation for the increase.

APPENDIX B

DOCUMENT ANALYSIS WORKSHEET

Title of Document: _____

_____

Date Document was published: _____

Type of Document:_____

Author(s): _____

Intended Audience:_____

Purpose of Document: _____

_____

_____

_____

Summary of Document Content: _____

_____

_____

_____

_____

_____

How were ELLs discussed in this document? _____

_____

_____

_____

_____

What inferences can I make from this document? _____

_____

_____

_____

_____

_____

_____

Most of this Document pertained to:

School District Reform: _____   **% of document pertaining to ELLs:** _____

ESL Compliance Issues: _____   **% of document pertaining to ELLs:** _____

Instruction and Learning: _____   **% of document pertaining to ELLs:** _____

Assessment: _____   **% of document pertaining to ELLs:** _____

Comments   that   could   infer   the   use   of   Positioning   Theory:

_____

_____

    _____

_____

COMMENTS THAT COULD INFER THE USE OF SENSEMAKING THEORY:

    _____

    _____

    _____

    _____

_____

Comments that could infer the use of Sociocultural Theory:

APPENDIX C

TIMELINE OF INFLUENTIAL PPS DOCUMENTS AND EVENTS *OCCURRING FROM*

2005-2010

School Year 2005/2006

SCHOOL DISTRICT	ESL DEPARTMENT	PENNSYLVANIA DEPT OF EDUC	OTHER
District Performance Study completed as requested by the State of PA Legislative Budget and Finance Committee	Hiring of James Moreland as ESL Supervisor	English Language Proficiency Standards for ELLs written to align with state standards	Office of Civil Rights receives a complaint about the education of Somali refugee students in the district, investigation results in second probation for the district
Hiring of new Superintendent	Moreland, as well as other department leaders, prepares program report for assistant superintendent	PA joins the WIDA Consortium	
Hiring of new Assistant Superintendent	In response to Moreland's report and the RAND right-sizing report assistant superintendent	PA continues to work under the Basic Education Circular published in 2001	Prior to this complaint, another had been filed in 2002 regarding the education of Asian students in one of the district's schools
District Improvement Plan is completed	suggests the creation of ESL Regional Centers	Teachers of ESL students in PA must now become an ESL Program Specialist, however PA does not require a standalone teacher certification	Education Law Center, who filed the complaint, approved of the idea for ESL Regional Centers
Great City Schools Report of district recommends single district-wide instruction program	Moreland distributes ESL Handbook to district ESL teachers and administrators		
RAND report for district recommends "right-sizing" for the district that would close	Updates ESL	PA approves ESL centers in PPS as long as parents are given the option to stay in the	

162

some schools based on achievement and enrollment Superintendent announces Excellence for All, a "four year road map" for district improvement that includes right-sizing and new rigorous curricula	website with informative materials	home school	

School Year, 2006/2007

Right-sizing takes effect, school closures, Accelerated Learning Academies open, other reforms in place Excellence for All: District Empowerment Plan Ninth Grade Nation plan is implemented to combat high dropout rates Professional Development plan is put into place	ESL Regional Centers open Arsenal opens as elementary school, Somali refugees moved there Moreland provides ESL PD to staff ELL numbers continue to increase ESL Handbook updated ESL website updated	PA ESL Dept communicates legalities regarding accommodating for tests	Somali complaint settled

School Year, 2007/2008

Updated District Improvement Plan released Getting Results Report	Moreland provides ESL PD to staff Continued increase in ELL enrollment ESL website updated	Department of Ed notifies all state universities of requirement to add a three credit ELL course to their curriculum for pre-service teachers. Must be in place by Jan of 2011	State ESL Task Force lobbies for PA to require full certification of all ESL teachers

School Year, 2008/2009

Strategic Plan for 2008-2014 released, key initiatives are announced Strategic Plan revised in summer of 2009 to include the district's new assessment tool for teachers, RISE	Moreland provides ESL PD to staff Continued increase in ELL enrollment District Info Source Handbook translated into Spanish for parents ESL Handbook updated and distributed ESL website updated	Department of Ed releases an updated Basic Education Circular regarding the instruction and assessment of ELLs Some increase in the amount of ESL PD for state teachers and administrators	State ESL Task Force lobbies for PA to require full certification of all ESL teachers

School Year, 2009/2010

Superintendent announces that reports show improvement in district test scores District is one of four recipients of a Bill and Melinda Gates Foundation grant in the amount of $40 million, grant named Empowering Effective Teachers Plan No grant money is earmarked for the ESL Department Rollout of new English Language Arts district curriculum RISE assessment tool piloted at McLaughlin	Moreland provides ESL PD to staff ESL Handbook updated and distributed ESL website updated Enrollment nearly doubles in past two years Moreland prepares report, ESL Projections Through the School Year 2012/13 Opening of sixth elementary ESL Regional Center at Montgomery Elementary to provide space for the overflow of students at McLaughlin	Some additional ESL PD provided through PaTTAN. After not reporting AMAO's to state districts for two years State Department of Education will distribute reports along with notification that if AMAO results are not in compliance with NCLB standards districts will be placed on an Action Plan.	State ESL Task Force lobbies for PA to require full certification of all ESL teachers State hires new ESL Director after position was vacant for one year.

CLASSROOM TEACHER PROTOCOL INITIAL INTERVIEW – SEPTEMBER, 2009

INTRODUCTION: INFORMATION ABOUT THE TEACHER AND CLASSROOM

1. Could you please tell me a little bit about your background?
    - How long have you been a teacher?
    - How long have you taught in this school/district?
    - What grade level/positions during these years of teaching?

2. Tell me about the students at this school
    - Probe - demographics? any English language learners? students with special needs? socioeconomic backgrounds represented?
    - Has the school changed at all since you started working here?
    - What does that mean for your approach to instruction?
    - What does that mean for your work as a fourth grade teacher?
    - Probe – with English language learners, do you ever see any conflicts occur between students who do not speak English well and those that do?

3. How would you describe the neighborhood or the community in which this school is located?
    - Probe – on characteristics……Can you give me an example?
    - What does that mean for your approach to instruction?
    - What does that mean for your work as a teacher?

4. What kind of role do you believe parents play in the academic success of their children?
    - Do you believe that parents are supportive of you as a teacher?

- Do you believe that parents are supportive of the school and the administration?
- What happens when a parent cannot speak English and needs to communicate with you as the teacher? Probe – how does that make you feel?
- How does it affect your role as a teacher if it is difficult to communicate with a parent because of language?

5. In general, how would you describe the relationships that you have had with parents of students?
- When a parent of an ESL student has a question do they usually come to you with their questions or the ESL teacher, or both?
- When you conference with a parent of an ESL student is the ESL teacher present as well? Is it common to need a translator?
- Can you describe a conference with a parent of an ESL student who does not speak English very well.
- Do you believe that parents of ESL students understand the school system at _____?

6. Could you talk about the school's status in regard to NCLB?
- Probe – How has it been going?
- Probe – How were the 2009 results
- Have the addition of many ESL students to _____ effected the average yearly progress results of the school? If so, how?
- Are there school meetings to discuss the changes that have occurred regarding the addition of many ESL students?
- Do you feel added pressure with ESL students in your classroom who must be prepared to take the PSSAs? What helps you to alleviate some of that pressure?

7. Could you please tell me a little about the teachers that you work with?
- Probe – racial demographics
- Probe – years of experience
- Do you work a lot together as a fourth grade team with plans, meetings, etc?
- Does the district encourage collaboration between teachers of the same grade level?
- Do you collaborate a great deal with the ESL teacher?
- Probe – How do you work together with the ESL teacher? Who is ultimately responsible for the student's grades?

8. How do you think the increased number of English language learners in this school affect teaching and learning at _____School? How about your instruction in particular?

9. Where you already teaching at _____ when it became a regional ESL Center?

10. Have new policies been implemented in the district that concern the teaching of ESL students?

- What do you think about the new policies that concern ESL students?
- Do these policies change your instructional strategies in any way? If so, how?
- Do you believe that you have had these new policies explained to you and to other teachers in an adequate manner? Are there parts of any new policies that are confusing?
- Do you discuss policy change with your colleagues? Do policy changes concerning ESL students make sense to you? Or, do you have many questions about the changes? Who do you ask questions to regarding policy changes concerning ESL students?
- Have you ever been given a copy of the district ESL Handbook? Do you refer to it often? Do you find the handbook to be a good resource? If so, how?

11. What do you do if you believe that an ESL student may have a learning disability? What sorts of indicators to you look for to know if there may be a learning disability or if the student is still in the early stages of learning English?

12. If an ESL child in your classroom is assessed and found to have a learning disability are you asked to attend the placement meeting? Is a translator usually available? Do parents usually agree with the placement?

13. How would you describe your own racial and cultural background? How, if at all, does it influence your work as a teacher?

TEACHING AND CURRICULUM/CONTENT

14. Could you please tell me about your school and what your focus is this coming school year?
- Probe – Is that something new? What do you think about that focus?
- How will that affect your instruction during this school year?
- Have you attended any professional development sessions discussing any new instructional ideas?

15. What do you see as the top priority in improving achievement at _____School?

16. What kinds of things have you done over the past year in your classroom to improve teaching and learning?
- Probe – any professional development? What was that focused on?
- Examination of data related to instruction? related to testing?
- Observations/evaluations/walk throughs

17. In which content area do you believe that you are most knowledgeable? Why?
- Probe – How does this impact your work?
- Could you give me an example of your work in this content area?

- How would you say your instruction in this content area has changed , if at all, over the past 3-5 years? If relevant, ask – 5-10 years?
- Have you had to change any part of your instruction because of the English language learners in your classroom?
- Have you been able to attend any professional development sessions about English language learners? Is that PD mandatory or voluntary?
- Who do you turn to when you have questions about working with the English language learners in your classroom?

18. Which content area do you find most challenging? Why?
- Probe – How does this impact your work?
- Could you give me an example of your work in this content area?
- How would you say your instruction in this content area has changed , if at all, over the past 3-5 years? If relevant, ask – 5-10 years?
- Have you had to change any part of your instruction because of the English language learners in your classroom?
- Have you been able to attend any professional development sessions about English language learners? Is that PD mandatory or voluntary?
- Who do you turn to when you have questions about working with the English language learners in your classroom?

19. How often do you get together with colleagues to discuss the teaching of language arts? the teaching of math? working with ELLs in your classroom?

20. Do you meet regularly with the ESL teacher to discuss the student's progress, to compare notes? How often do you meet?

21. What resources do you share with the ESL teacher?

22. Could you describe recent interactions that you have had with other teachers about instruction?

23. What sorts of professional development sessions have you attended discussing teaching strategies that work with ESL students?

- Have these professional development sessions been beneficial to your understanding of working with ESL students? If so, how?
- Do you believe that you are prepared to teach ESL students effectively?
- Probe----what do you think you do well, what do you need to know more about?

TEACHING AND WORKING WITH ENGLISH LANGUAGE LEARNERS

24. **If teacher has experience in another school or district ask:** How have your experiences at this school been different from or similar to your experiences at your previous school(s)?

25. In your experience, what characteristics do students who are ELLs as a group bring to the classroom?

26. How, if at all, does the school build upon minority cultures in teaching and learning?

27. What kind of role do you believe parents play in the success of ELLs?

28. What kinds of things has the faculty done at _____ School to facilitate the academic success of ELLs?

29. How do you think the schooling experience of your ELL students differ from that of either Anglo or African American students in this school? How would it be similar?

30. Do you think that it is best for ELLs to be mainstreamed or do you think that they would benefit more by being in ESL throughout the school day until they are fluent? Probe…

31. Do you think that ELLs understand most of the instruction in your classroom?

32. What do you do if you think that they do not understand some of the instruction?

33. Do you believe that there are positive and negative aspects of having ESL students in your classroom? Describe.

34. Do you believe that the ELLs in your classroom feel comfortable as they are learning, do they feel accepted in the group? Elaborate.

35. Could you please describe any professional development that has addressed teaching across cultures?

CLOSING

36. Is there anything else that we have not discussed that you might want to talk about?

37. I would be interested in observing you teaching language arts when the English language learners in your classroom are in the room and not being pulled out for ESL. I would also like to have follow-up interviews with you throughout the next few months. Would this interest you to be involved in my research study? What questions do you have?

38. If you and your colleagues have grade level meetings could I possibly attend one of those? If you meet with the ESL teacher can I attend those meetings as well?

39. Could you please provide me with a class schedule and a schedule of when your ELL students are in the classroom and when they are pulled out for ESL?

ESL TEACHER PROTOCOL INITIAL INTERVIEW – SEPTEMBER, 2009

INTRODUCTION: INFORMATION ABOUT THE TEACHER AND CLASSROOM

1. Could you please tell me a little bit about your background?
    - How long have you been a teacher?
    - How long have you taught in this school/district?
    - What grade level/positions during these years of teaching?

2. Tell me about the students at this school
    - Probe - demographics? any English language learners? students with special needs? socioeconomic backgrounds represented?
    - Has the school changed at all since you started working here?
    - What does that mean for your approach to instruction?
    - What does that mean for your work as an ESL teacher?
    - Do you now have more students that you pull out for instruction than before?
    - Does the increased number of ESL students effect your instruction? If so, how?
    - Probe – with English language learners, do you ever see any conflicts occur between students who do not speak English well and those that do?

3. How would you describe the neighborhood or the community in which this school is located?
    - Probe – on characteristics……Can you give me an example?
    - What does that mean for your approach to instruction?
    - What does that mean for your work as a teacher?

4. What kind of role do you believe parents play in the academic success of their children?
    - Do you believe that parents are supportive of you as a teacher?
    - What happens when a parent cannot speak English and needs to communicate with you as the teacher? Probe – how does that make you feel?
    - How does it affect your role as a teacher if it is difficult to communicate with a parent because of language?

5. In general, how would you describe the relationships that you have had with parents of students?

6. When a parent of an ESL student has a question are they more likely to come to you with that question or do they go to the classroom teacher?

7. Could you talk about the school's status in regard to NCLB?
    - Probe – How has it been going?
    - Probe – How were the 2009 results
    - Have the addition of many ESL students to _____ effected the average yearly progress results of the school? If so, how?
    - Are there school meetings to discuss the changes that have occurred regarding the addition of many ESL students?
    - Do you feel added pressure with ESL students in your classroom who must be prepared to take the PSSAs? What helps you to alleviate some of that pressure?

8. Could please tell me a little about the teachers that you work with?
    - Probe – racial demographics
    - Probe – years of experience
    - Do you work a lot together with other ESL teachers with plans, meetings, etc
    - Does the district encourage collaboration?
    - Do you work great deal with the classroom teacher?
    - Probe – How do you work together with the classroom teacher? Who is ultimately responsible for the student's grades?

9. How do you think the increased number of English language learners in this school affect teaching and learning at _____School? How about your instruction in particular?

10. Do you always pull students out of the mainstream classroom or do you ever teach in the classroom? Do you and the classroom teacher ever team teach?

11. Do you believe that your ESL students are accepted in the mainstream classroom? in the school? How are students supported to feel a part of the learning community of the school?

12. Have new policies been implemented in the district that concern the teaching of ESL students?
    - What do you think about the new policies that concern ESL students?
    - Do these policies change your instructional strategies in any way? If so, how?
    - Do you believe that you have had these new policies explained to you and to other teachers in an adequate manner? Are there parts of any new policies that are confusing?
    - Do you discuss policy change with your colleagues? Do policy changes concerning ESL students make sense to you? Or, do you have many questions about the changes? Who do you ask questions to regarding policy changes concerning ESL students?
    - Have you ever been given a copy of the district ESL Handbook? Do you refer to it often? Do you find the handbook to be a good resource? If so, how?

13. How would you describe your own racial and cultural background? How, if at all, does it influence your work as a teacher?

TEACHING AND CURRICULUM/CONTENT

14. Could you please tell me about your school and what your focus is this coming school year?
    - Probe – Is that something new? What do you think about that focus?
    - How will that affect your instruction during this school year?

15. What do you see as the top priority in improving achievement at _____School?

16. What kinds of things have you done over the past year in your classroom to improve teaching and learning?

    - Probe – any professional development? What was that focused on?
    - Examination of data related to instruction? related to testing?
    - Observations/evaluations/walkthroughs

17. In which content area do you believe that you are most knowledgeable? Why?
    - Probe – How does this impact your work?
    - Could you give me an example of your work in this content area with ELLs?
    - How would you say your instruction in this content area has changed , if at all, over the past 3-5 years? If relevant, ask – 5-10 years?
    - Have you had to change any part of your instruction because of increased numbers of English language learners in your classroom?

18. Which content area do you find most challenging? Why?
    - Probe – How does this impact your work?
    - Could you give me an example of your work in this content area?
    - How would you say your instruction in this content area has changed , if at all, over the past 3-5 years? If relevant, ask – 5-10 years?
    - Have you had to change any part of your instruction because of the increased number of English language learners in your classroom?

19. Do you think that ESL students learn faster in any particular content area? Is so, which one?

20. How often do you get together with colleagues to discuss the teaching content area material to ELLs?

21. Do you meet regularly with the classroom teacher of your ELLs to discuss their progress, to compare notes? How often do you meet?

22. What resources do you share with the classroom teacher regarding instruction of the ELLs in their classroom?

23. Do you believe that ELLs benefit from time in the mainstream classroom? Probe…..

24. Could you describe recent interactions that you have had with other teachers about instruction of ESL students?

TEACHING AND WORKING WITH ENGLISH LANGUAGE LEARNERS

25. **If teacher has experience in another school or district ask:** How have your experiences at this school been different from or similar to your experiences at your previous school(s)?

26. In your experience, what characteristics do students who are ELLs as a group bring to the classroom?

27. How, if at all, does the school build upon minority cultures in teaching and learning?

28. What kind of role do you believe parents play in the success of ELLs?

29. What kinds of things has the faculty done at _____ School to facilitate the academic success of ELLs?

30. How do you think the schooling experience of your ELL students differ from that of either Anglo or African American students in this school? How would it be similar?

31. Could you please describe any professional development that has addressed teaching across cultures?

32. Did you teach in another setting prior to becoming an ESL teacher?

33. Where did you receive your training at the AIU or at a University?

34. What made you interested in becoming an ESL teacher? What do you like most about it? Is there anything that you do not like about it?

35. Are you fluent in a language other than English? If so, does being bilingual help you with your teaching of your ESL students? If applicable, do you ever speak your second language to an ESL student who is a native speaker of that language?

36. Do you believe that it could support students if you were able to explain some concepts to them in their native language?

37. How much professional development are you offered through the district? outside the district? Is this sufficient for your training?

38. What do you believe you are most familiar with in the instruction of English Language Learners?

39. What do you believe you are least familiar with in the instruction of English Language Learners?

40. Do you believe that mainstream classroom teachers are receptive to your support when suggesting instructional strategies to use with their ESL students? What do you do if a teacher is not receptive to your suggestions?

41. Do your ESL students ever speak to you about whether or not they feel comfortable in their mainstream classroom? Do they ever discuss with you what they do or do not understand from the instruction that takes place in the ESL classroom?

42. Do you review the lesson plans of the mainstream teachers to integrate what you are teaching with what they are teaching in their classrooms? If so, is that an effective strategy? Is not, why not?

43. Are ideas for collaborating with the mainstream teachers given to you by your principal, the administration? Are these ideas effective?

CLOSING

44. Is there anything else that we have not discussed that you might want to talk about?

45. I would be interested in observing you teaching language arts when the English language learners are in the classroom for ESL. I would also like to have follow- up interviews with you throughout the next few months. Would this interest you to be involved in my research study? What questions do you have?

46. If you have grade level meetings could I possibly attend one of those? If you meet with other ESL teachers can I attend those meetings as well?

47. Could you please provide me with a class schedule and a schedule of when your ELL students are pulled out of their classroom?

PRINCIPAL INTERVIEW PROTOCOL

1. Could you please tell me a little bit about your background
   - How long have you been a principal, how many years at_____?
   - How many years did you teach prior to becoming a principal?
   - What grades did you teach?
   - Did you teach in the focal school district? If not, in what district?

2. Tell me about the students at this school
   - Probe - demographics? any English language learners? students with special needs? socioeconomic backgrounds represented?
   - Has the school changed at all since you started working here?
   - What does that mean for your approach to instruction?
   - What does that mean for your work as an ESL teacher?
   - Do you now have more students that you pull out for instruction than before?
   - Does the increased number of ESL students effect your instruction? If so, how?
   - Probe – with English language learners, do you ever see any conflicts occur between students who do not speak English well and those that do?

3. How would you describe the neighborhood or the community in which this school is located?
   - Probe – on characteristics……Can you give me an example?
   - What does that mean for your approach to instruction?
   - What does that mean for your work as a teacher?

4. What kind of role do you believe parents play in the academic success of their children?
   - Do you believe that parents are supportive of you as a teacher?
   - What happens when a parent cannot speak English and needs to communicate with you as the teacher? Probe – how does that make you feel?

- How does it affect your role as a teacher if it is difficult to communicate with a parent because of language?

5. In general, how would you describe the relationships that you have had with parents of students?

6. What structures are in place to involve parents in school activities and their children's education?

7. Do teachers at the ESL Centers receive specific professional development to support their teaching of ELLs?

8. How often is that professional development?

9. Do you encourage the ESL teacher to collaborate with the classroom teachers who have ELLs in their groups? Probe----is this effort to collaborate successful?

10. How do you place ELLs in mainstream classrooms? Do certain teachers at each grade level have the ELLs or are they distributed among all teachers?

11. How do you feel about a student using their native language at school? How do you think the teachers feel about this?

12. Do you think that the teachers who have ELLs in their classrooms have read the ESL Handbook? Are there many questions that arise from the handbook concerning segments that teachers do not understand?

13. Do teacher's lesson plans have to indicate modifications for ELLs?

14. What has been your overall observation about the growing number of ELLs in this school?

STUDENT INTERVIEW PROTOCOL

1. Tell me a little about yourself and the things that you like to do outside of school.

2. What is your favorite subject in school? What subject is easiest for you? What subject is the most difficult?

3. How long have you been in school in the United States?

4. Did you move here from another state or where you born in Pennsylvania?

5. What do you think about your school? Can you describe it for me? Do you have a lot of friends at school?

6. What do you think about your classroom? about your teacher? about your ESL teacher?

7. Do you feel differently when in the classroom and in the ESL classroom? Probe-----how so? Why do you think that there are differences?

8. Do other students ever tease you about speaking a different language besides English? or are they interested in your native language?

9. Do you think that your parents like to visit the school? Why or why not?

10. When you first started school in kindergarten did you understand English?

11. When your classroom teacher is teaching do you understand all of what she is saying, most of what she is saying, or only a little of what she is saying?

12. What do you do in the classroom when you do not understand something? If you ask for help how does your teacher react?

13. Do you feel that she likes to help you

14. Is homework difficult to complete? Did you ever get in trouble because you didn't finish your homework? If this happened why did you not finish your homework?

15. Does your ESL teacher ever try to speak to you in your native language? Does that help at all?   If someone explained something to you in your native language does it make more sense? Does it help you to understand the lesson better?

16. What happens when you speak your native language to friends who speak the same language?

17. Are you involved in any school activities?

OBSERVATION PROTOCOL/ARLOTTA-GUERRERO

Background Information

School_____

Date_____

Teacher's Name_____

Grade_____

Teacher ID Code _____

Observation Start Time _____

End time_____

Information that may be pertinent to this study: _____

_____

Classroom Information

1. Total number of children in the classroom _____
   Boys _____ Girls_____

2. Describe the layout of the classroom and where students are located
   _____

3. Is there a paraprofessional in the classroom?

4. Other comments?
   _____

   _____

OBSERVATION PROTOCOL

Planning and Preparation

1. Content objectives are defined and plans are made to clarify for ELL students.

    Most observable 1 2 3 4 5 Least observable

2. Language objectives are defined and plans are made to clarify for ELL students.

    Most observable 1 2 3 4 5 Least observable

3. Academic vocabulary is listed and instructional approach outlined to use to present new language to ELL students.

    Most observable 1 2 3 4 5 Least observable

4. Features of academic vocabulary are outlined and plan is made to present these features and the proper use of new language to ELL students.

    Most observable 1 2 3 4 5 Least observable

5. Varied language proficiency levels of students are accounted for in lesson plans.

    Most observable 1 2 3 4 5 Least observable

6. Lesson is differentiated so as to meet needs of ELLs. Modifications are planned for as per the language proficiency level of ELL students and present in lesson plans.

    Most observable 1 2 3 4 5 Least observable

7. Materials that will support student language learning are listed in lesson plan and utilized in lessons. These may include photos, pictures, manipulatives, or other materials.

    Most observable 1 2 3 4 5 Least observable

8. Lesson plans include differentiated activities that will allow opportunity for ELLs to listen, speak, read, and write.

    Most observable 1 2 3 4 5 Least observable

9. Grouping plans are indicated in lesson plans and aligned with segments of the lesson.

    Most observable 1 2 3 4 5 Least observable

10. Plans to collaborate with the ESL teacher in order to support in classroom instruction are evident in lesson plans.

    Most observable 1 2 3 4 5 Least observable

11. Lesson plans are aligned with the school district's grade level curriculum.

    Most observable 1 2 3 4 5 Least observable

Evidence of Specialized Teacher Knowledge

1. Teacher has knowledge of educational linguistics that links to teaching the lesson as evidenced by:

    - teaching vocabulary and using new vocabulary in context

        Most observable 1 2 3 4 5 Least observable

    - making reference to varied grammatical constructions of words so as to link new vocabulary with other forms of the word, as well as additional vocabulary that the new word relates to

        Most observable 1 2 3 4 5 Least observable

- making reference to the use of connectives and/or transitional words used in reading, writing, listening, and speaking that will support a student's efforts to extract meaning from text or from a spoken message

    Most observable 1 2 3 4 5 Least observable

- making reference to elements of text that enable students to infer messages from the written or spoken word

    Most observable 1 2 3 4 5 Least observable

- explicitly making reference to cognates that may transfer across varied languages

    Most observable 1 2 3 4 5 Least observable

- explicitly making reference to orthographic complexities in English that would support a student's efforts in English writing

    Most observable 1 2 3 4 5 Least observable

- teacher understands error patterns and misconceptions of English language that may be considered normal in a second language learner and can assist students as they attempt to correct these misunderstandings

    Most observable 1 2 3 4 5 Least observable

- students are given wide and varied opportunities to read, write, speak, and listen in English

    Most observable 1 2 3 4 5 Least observable

- teacher's ability to separate the student's conversational language fluency and the student's academic language fluency

    Most observable 1 2 3 4 5 Least observable

2. Teacher is able to both formally and informally assess ELLs for their English language fluency has evidenced by:

- teacher understands district tests for reading, writing, speaking, and listening so as to report Annual Measureable Achievement Objectives (AMAOs) so as to use results to modify instruction

  Most observable 1 2 3 4 5 Least observable

- teacher is capable of informal testing on a regular basis through conversations with students and analysis of student artifacts so as to use the level of English fluency of the student to modify instruction

  Most observable 1 2 3 4 5 Least observable

- teacher is able to observe student in informal and formal conversations with other students and staff to better understand English fluency level of student

  Most observable 1 2 3 4 5 Least observable

Instructional Approaches/Lesson Delivery

1. Bridging links prior learning to the present lesson.

   Most observable 1 2 3 4 5 Least observable

2. Academic vocabulary is made comprehensible for students and the proper use of Tier 2 and Tier 3 words is modeled with clear examples.

   Most observable 1 2 3 4 5 Least observable

3. Lesson is paced so that language is comprehensible. Small group activities are used, if necessary, to make language comprehensible on varied proficiency levels.

   Most observable 1 2 3 4 5 Least observable

4. Language that is expected to be used in a task or assignment is defined and clarified for students. Academic language is made explicit to students.

   Most observable 1 2 3 4 5 Least observable

5. ELL students are placed with peers in groups so as to encourage participation.

   Most observable 1 2 3 4 5 Least observable

6. ELL students are engaged in varied opportunities with peers that support their progress in listening, speaking, reading, and writing

   Most observable 1 2 3 4 5 Least observable

7. Teacher speaks in a clear manner, pronouncing words clearly, repeating when necessary key concepts or academic vocabulary.

   Most observable 1 2 3 4 5 Least observable

8. Teacher models comprehensible English for students.

   Most observable 1 2 3 4 5 Least observable

9. Teacher paraphrases when necessary and appropriate so as to make language more comprehensible for ELL students.

   Most observable 1 2 3 4 5 Least observable

10. ELL students are checked for understanding.

    Most observable 1 2 3 4 5 Least observable

11. Tasks and assignments are clarified for ELL students. If necessary, schema building takes place in small group before lesson is taught to whole group.

    Most observable 1 2 3 4 5 Least observable

12. Wait time for ELL students is extended when necessary and appropriate so as to encourage participation.

    Most observable 1 2 3 4 5 Least observable

13. Scaffolding is used to support ELL student learning.

    Most observable 1 2 3 4 5 Least observable

14. Teacher monitors learning and modifies or adjusts instruction, if necessary, during the lesson.

    Most observable 1 2 3 4 5 Least observable

15. ELL students are guided to engage in higher-order thinking activities so as to have equitable learning opportunities with other students in classroom. Students are supported so as to develop metacognition and to begin to self-regulate the use of taught learning strategies.

    Most observable 1 2 3 4 5 Least observable

16. Questions are inquiry based and give ELL students opportunities to problem solve, reflect, and respond in an effective manner.

    Most observable 1 2 3 4 5 Least observable

17. Cognates are referred to when applicable and appropriate.

    Most observable 1 2 3 4 5 Least observable

18. Vocabulary that integrates disciplines or genres is clarified, modeled, and opportunity is given for ELL students to use in varied tasks.

    Most observable 1 2 3 4 5 Least observable

19. Teacher expects ELL students to access academic language and incorporate into their listening, speaking, reading, and writing in appropriate manner as per their language proficiency level

    Most observable 1 2 3 4 5 Least observable

20. ELL students are interacted with consistently and fairly during lesson delivery.

    Most observable 1 2 3 4 5 Least observable

21. Teacher provides feedback to ELLs regarding proper use of language.

    Most observable 1 2 3 4 5 Least observable

22. Teacher accepts the use of the ELL student's native language (L1) in the classroom.

    Most observable 1 2 3 4 5 Least observed

    Assessment

1. Review of academic vocabulary and its proper use in reading, writing, speaking, and listening.

    Most observable 1 2 3 4 5 Least observable

2. Review of content objectives.

   Most observable 1 2 3 4 5 Least observable

3. Review of connections to prior learning.

   Most observable 1 2 3 4 5 Least observable

4. Anecdotal records are kept and updated to chart proficiency of ELLs.

   Most observable 1 2 3 4 5 Least observable

5. ELL students are assessed in reading that is varied across genres and on their appropriate reading level.

   Most observable 1 2 3 4 5 Least observable

6. ELL students are assessed on listening skills with reading materials that are one or two levels above their independent reading comprehension levels.

   Most observable 1 2 3 4 5 Least observable

7. Teacher is able to formally assess a student's language level and to use these results to plan for appropriate instruction.

   Most observable 1 2 3 4 5 Least observable

8. Annual Measureable Achievement Objectives (AMAOs) are reviewed for each student.

   Most observable 1 2 3 4 5 Least observable

9. Errors in assessments are analyzed so as to modify instruction.

   Most observable 1 2 3 4 5 Least observable

10. Collaboration between classroom teacher and ESL teacher supports teacher learning so instruction modifications are effective.

    Most observable 1 2 3 4 5 Least observable

    Classroom Environment

1. The classroom is a welcoming environment for all students.

   Most observable 1 2 3 4 5 Least observable

2. The varied cultures of ELL students are respected and referred to in classroom and during lessons.

   Most observable 1 2 3 4 5 Least observable

3. ELL students are located in the classroom just as any other student in the classroom.

   Most observable 1 2 3 4 5 Least observable

4. ELL students participate in groups just as any other student in classroom.

    Most observable 1 2 3 4 5 Least observable

5. ELL students are treated with the same respect as all other students.

   Most observable 1 2 3 4 5 Least observable

6. Feedback to students is respectful and appropriate.

   Most observable 1 2 3 4 5 Least observable

7. ELLs are expected to participate in lessons in an appropriate manner based on their fluency levels in English.

    Most observable 1 2 3 4 5 Least observable

8. Teacher creates a learning environment that promotes respect between the diverse members of the classroom community and the school community.

    Most observable 1 2 3 4 5 Least observable

Professionalism

1. Evidence is clear that teacher has researched information on the varied cultures represented in his/her classroom.

    Most observable 1 2 3 4 5 Least observable

2. Teacher interacts with parents of all cultures and supports their language needs when necessary.

    Most observable 1 2 3 4 5 Least observable

3. Information sent home to parents is translated if necessary or clarified if need be so as to encourage parent participation in the school.

    Most observable 1 2 3 4 5 Least observable

4. Teacher builds confidence between him/her and the student by including them in conversations and speaking directly to the student or parent when communicating.

    Most observable 1 2 3 4 5 Least observable

APPENDIX J

SIOP

The Sheltered Instruction
Observation Protocol (SIOP)
(Echevarria, Vogt, & Short, 2000, 2004)

Observer(s): _____ Teacher: _____
Date: _____ School: _____
Grade: _____ Class/Topic: _____
ESL Level: _____ Lesson: Multi-day Single-day *(circle one)*

Total Points Possible: 120 (Subtract 4 points for each NA given)_____
Total Points Earned: _____ Percentage Score: _____

Directions: Circle the number that best reflects what you observe in a sheltered lesson. You may give a score from 0–4 (or NA on selected items). Cite under "Comments" specific examples of the behaviors observed.

	Highly Evident		Somewhat Evident		Not Evident	
	4	3	2	1	0	NA
I. Preparation						
1. Clearly defined **content objectives** for students	❑	❑	❑	❑	❑	
2. Clearly defined **language objectives** for students	❑	❑	❑	❑	❑	
3. **Content concepts** appropriate for age and educational background level of students	❑	❑	❑	❑	❑	
4. **Supplementary materials** used to a high degree, making the lesson clear and meaningful (e.g., computer programs, graphs, models, visuals)	❑	❑	❑	❑	❑	
5. **Adaptation of content** (e.g., text, assignment) to all levels of student proficiency	❑	❑	❑	❑	❑	❑
6. **Meaningful activities** that integrate lesson concepts (e.g., surveys, letter writing, simulations, constructing models) with language practice opportunities for reading, writing, listening, and/or speaking *Comments:*	❑	❑	❑	❑	❑	
II. Instruction						
•1) Building Background	4	3	2	1	0	NA
7. **Concepts explicitly linked** to students' background experiences	❑	❑	❑	❑	❑	❑
8. **Links explicitly made** between past learning and new concepts	❑	❑	❑	❑	❑	
9. **Key vocabulary emphasized** (e.g., introduced, written, repeated, and highlighted for students to see) *Comments:*	❑	❑	❑	❑	❑	
•2) Comprehensible Input	4	3	2	1	0	NA
10. **Speech** appropriate for students' proficiency level (e.g., slower rate and enunciation, and simple sentence structure for beginners)	❑	❑	❑	❑	❑	
11. **Explanation of academic tasks** clear	❑	❑	❑	❑	❑	
12. Uses a variety of **techniques** to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language) *Comments:*	❑	❑	❑	❑	❑	
•3) Strategies	4	3	2	1	0	NA
13. Provides ample opportunities for students to use **strategies**	❑	❑	❑	❑	❑	

	Highly Evident		Somewhat Evident		Not Evident	
	4	3	2	1	0	NA
14. Consistent use of **scaffolding** techniques throughout lesson, assisting and supporting student understanding, such as think-alouds	❑	❑	❑	❑	❑	
15. Teacher uses a variety of **question types, including those that promote higher-order thinking skills** throughout the lesson (e.g., literal, analytical, and interpretive questions) *Comments:*	❑	❑	❑	❑	❑	
•4) **Interaction**	4	3	2	1	0	NA
16. Frequent opportunities for **interaction** and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts	❑	❑	❑	❑	❑	
17. **Grouping configurations** support language and content objectives of the lesson	❑	❑	❑	❑	❑	
18. Consistently provides sufficient **wait time for student response**	❑	❑	❑	❑	❑	
19. Ample opportunities for students to **clarify key concepts in L1** *Comments:*	❑	❑	❑	❑	❑	❑
•5) **Practice/Application**	4	3	2	1	0	NA
20. Provides **hands-on** materials and/or manipulatives for students to practice using new content knowledge	❑	❑	❑	❑	❑	❑
21. Provides activities for students to **apply content and language knowledge** in the classroom	❑	❑	❑	❑	❑	
22. Uses activities that integrate all **language skills** (i.e., reading, writing, listening, and speaking) *Comments:*	❑	❑	❑	❑	❑	
•6) **Lesson Delivery**	4	3	2	1	0	NA
23. **Content objectives** clearly supported by lesson delivery	❑	❑	❑	❑	❑	
24. **Language objectives** clearly supported by lesson delivery	❑	❑	❑	❑	❑	
25. **Students engaged** approximately 90% to 100% of the period	❑	❑	❑	❑	❑	
26. **Pacing** of the lesson appropriate to the students' ability level *Comments:*	❑	❑	❑	❑	❑	
III. **Review/Assessment**	4	3	2	1	0	NA
27. Comprehensive **review of key vocabulary**	❑	❑	❑	❑	❑	
28. Comprehensive **review of key content concepts**	❑	❑	❑	❑	❑	
29. Regularly provides **feedback** to students on their output (e.g., language, content, work)	❑	❑	❑	❑	❑	
30. Conducts **assessment** of student comprehension and learning of all lesson objectives (e.g., spot checking, group response) throughout the lesson *Comments:*	❑	❑	❑	❑	❑	

APPENDIX K

GRADE FOUR UNIT ONE ROAD MAP

GRADE 4 ROAD MAP
Unit 1

UNIT FRAMEWORK OVERARCHING QUESTION	WEEKLY THEMES GUIDING QUESTIONS	FOCUS STRATEGY/FOCUS SKILL, PHONICS, GRAMMAR, WRITING, DIFFERENTIATED INSTRUCTION

Unit Theme
Let's Explore

Theme Statement
Exploration helps us to learn about ourselves and the world around us.

Theme Overarching Question
How does exploration help us learn?

PACING **Suggested Pacing:**
ALA:
32 instructional days
8/24/09-10/8/09

NON-ALA:
31 instructional days
9/3/09-10/21/09

Main Selections
- Mystery: The Mystery of the Missing Lunch
- Informational Nonfiction: A Walk in the Desert
- Nonfiction Article: "Animals Come Home to Our National Parks"
- Realistic Fiction: The Astronaut and the Onion
- Realistic Fiction: The Raft

Theme Project (Optional)
- Research and Inquiry: Self-Selected Theme Project 16H-16I
- Cross-Curricular Projects:
  Music: Exploring Music 16I
  Social Studies: "Visit" A Museum 16I

Theme Vocabulary
(Incorporate as appropriate)
- Theme 1: deduce, conclusion, suspense
- Theme 2: arid, adaptation, habitat
- Theme 3: heritage, conservation, preserve
- Theme 4: encounter, inspire, persistence
- Theme 5: transform, attitude, perspective

Theme 1 / Guiding Question
Exploring Clues to Solve Mysteries
- How do mysteries teach us about ourselves?

Theme 2 / Guiding Question
Adapting to Survive
- What can we learn by studying animals who must adapt to survive?

Theme 3 / Guiding Question
Exploring Our National Parks
- What can we learn by exploring our national parks?

Theme 4 / Guiding Question
Exploring Space
- How does persistence in exploration lead to discovery?

Theme 5 / Guiding Question
Exploring New Experiences
- How can exploring new experiences change our perspective?

Comprehension Strategy
- Theme 1: Make Inferences and Analyze
- Theme 2: Summarize
- Theme 3: Summarize
- Theme 4: Make Inferences and Analyze
- Theme 5: Make Inferences and Analyze

Comprehension Skill
- Theme 1: Problem and Solution
- Theme 2: Main Idea and Details
- Theme 3: Main Idea and Details
- Theme 4: Analyze Character
- Theme 5: Character, Setting & Plot

Word Work: Phonics
- Theme 1: Short Vowels
- Theme 2: Long a
- Theme 3: Long e
- Theme 4: Long i
- Theme 5: Long o

Grammar
- Theme 1: Sentences
- Theme 2: Subjects and Predicates
- Theme 3: Simple and Compound Sentences
- Theme 4: Complex Sentences
- Theme 5: Run-On Sentences

Writing
- Tested Genre: Personal Narrative
- Portfolio Writing Product:
  Refer to "Macmillan Writing Across the Unit" Documents

Differentiated Instruction
- Refer to "Macmillan Differentiated Instruction" Matrices

Grade 4 ELA – Road Map

MS. TORREZ' ONE WEEK LESSON PLAN

Yoli Pinizzotto		ESL		Week of Oct. 26, 2009	
Beechwood El.	**Mon.**	**Tues.**	**Wed.**	**Thurs.**	**Friday**
8:20-9:00	Focus GroupSonday	Focus Group-Sonday	Focus Group-Sonday	Focus Group-Sonday	
9:00-9:40	Group1 Unit 1 Level C Obj: possessive nouns Review Nouns.-look at pp. 47-49 in story.-look for things that belong to people. SW think of a sentence with a poss.noun Complete teacher made handout.	Group 1 Unit 1 Level C Obj: key words 1.Intro. genre-preview script T42B 2. Intro. key words-restaurant words	Group 1 Unit 1 Level C Obj: proper nouns 1Re-.Read the story together. Complete WB p.19 Find the proper nouns and titles-write capital letters	Group 1 Unit 1 Level C OBJ: plural nouns 1.Review nouns, proper nouns-work on WBp.20	Group 1 Unit 1 Level C OBJ: plural nours 1.Review nours. 2. SW play the Make it Plural game (spinner)WBp 21
	Group 2 Unit 1 Level D Obj: verbs-is,are 1.Look at photo on p.50 Discuss when to use here is an here are Complete PBp.15	Group 2 Unit1 Level D Obj: action verbs 1.Review Unit 1 voc. 2. SW work on SBp.61	Group 2 Unit1 Level D OBJ: action verbs SW draw pictures based on actions-slide, swing,run, play. Write a caption.	Group 2 Unit1 Level D Complete Unit Test 1	Group 2 Unit1 Level D OBJ: revising practice SW work on TRB p. 83
	Group 3 Unit Level E OBJ: SW complete Unit Test 1	Group 3 Unit Level E OBJ: context clues Review SB pp.44-45 WBp..10-11	Group 3 Unit 1 Level E Obj. context clues 1.Look at Idiom Chart T45a WB p.12	Group 3 Unit 1 Level E OBJ: express opinions Review WB p.18	Group 3 Unit 1 Level E OBJ:organization TRB 74-Revising Practice
	op Cho Ma Ya/Jesus- SW will build words with the -ug sound Cut and read word cards.	Jesus/Cho Ma Ya OBJ: -ug sound. Put together book-My -ug book	Jesus/Cho Ma Ya OBJ:-ug sound. Match words with pictures.(memory cards)	Jesus/Cho Ma Ya OBJ: -ug sound SW cut and paste picture to words.	Jesus/Cho Ma Ya OBJ:-ug sound SW write and read words.

196

9:40-10:20	OBJ :context clues Reading comprehension- *The Carving of Old Jack*	OBJ :feelings Reading comprehension- Jessie and Jade	OBJ: main idea Reading comprehension- short passages	OBJ:main idea SW take a quiz Reading comprehension- *Scarecrows-I/A* Beg.-Falling Leaves	OBJ:main idea Reading Comprehension- Cats
10:20:11:00	5th grade Unit Level E Complete UNIT TEST 1	5th grade Unit Level E OBJ: context clues Review SB pp 44-45 WBp..10-11	5th grade Unit Level E Obj: context clues 1.Look at Idiom Chart T45a WB p.12	5th grade Unit Level E OBJ: express opinions Review WB p.18	5th grade Unit Level E OBJ:organization TRB 74-Revising Practice
11:00-11:40	Aneudi /Ernesto Unit 1 Level C Obj: key words 1.Intro. genre-preview script T42B 2. Intro. key words-restaurant words Akansha Unit Level E OBJ: context clues Review SB pp.44-45 WBp..10-11.	Aneudi /Ernesto Obj: proper nouns 1Re-.Read the story together. Complete WB p.19 Find the proper nouns and titles-write capital letters Akansha Unit Level E Obj: context clues 1.Look at Idiom Chart T45a WB p.12	Aneudi /Ernesto OBJ: plural nouns 1.Review nouns, proper nouns-work on WBp.20 Akansha Work on Personal Narratives	Aneudi/Ernesto Unit 1 Level C OBJ: plural nouns 1.Review nouns. 2. SW play the Make it Plural game (spinner)WBp.21 Akansha OBJ: express opinions Review WB p.18	Aneudi/Ernesto Complete Unit 1Test Akansha OBJ:organization TRB 74-Revising Practice
11:45-12:25	Fourth grade OBJ :context clues Reading comprehension- *The Carving of Old Jack*	Fourth Grade OBJ:feelings Reading comprehension- Jessie and Jade	Fourth grade OBJ: main idea Reading comprehension- short passages **Work on personal** **narratives**	Fourt h grade OBJ:main idea SW take a quiz Reading comprehension- Scarecrows	Fourth Grade OBJ: main idea Reading Comprehension- Cats
12:25-1:10	LUNCH	LUNCH	LUNCH	LUNCH	
1:10-1:50	Kim/Ibrahim-personal narratives	Kim/Ibrahim-personal		Kim/Ibrahim	Halloween Parade

197

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