

A PHENOMENOLOGICAL INVESTIGATION OF INSTRUCTIONAL PRACTICES OF
GENERAL EDUCATION TEACHERS FOR ENGLISH LANGUAGE LEARNERS

by

Cynthia K. DeLozier

Liberty University

A Dissertation Presented in Partial Fulfillment

Of the Requirements for the Degree

Doctor of Education

Liberty University

April, 2014

A PHENOMENOLOGICAL INVESTIGATION OF INSTRUCTIONAL PRACTICES OF
GENERAL EDUCATION TEACHERS FOR ENGLISH LANGUAGE LEARNERS

by Cynthia K. DeLozier

A Dissertation Presented in Partial Fulfillment

Of the Requirements for the Degree

Doctor of Education

Liberty University, Lynchburg, VA

April 2014

APPROVED BY:

Dr. Daniel Baer,	Chair	(Date)
Dr. Nancy K. DeJarnette,	Committee	(Date)
Dr. Robert Fanning,	Committee	(Date)
Dr. Scott Watson	Chair of Graduate Studies	(Date)

ABSTRACT

Cynthia K DeLozier. Phenomenological Investigation of Instructional Practices of General Education Teachers for English Language Learners. (Under the direction of Dr. D. Baer) School of Education, Liberty University, April, 2014.

This qualitative hermeneutical phenomenological study was designed to describe general education elementary teachers' perceptions of effective instructional strategies, methods, and models of instruction to enhance the learning of core content curriculum of the English Language Learners (ELLs) in the classroom. Through questionnaires and interviews, data was collected that described general education elementary teachers' perceptions regarding the need for instructional strategies, methods, and models to assist ELL students in learning. Challenges, frustrations, and successes were reported as teachers reflected on the process in which they make the decisions to use particular instructional strategies, methods, and models. The results of this study provided participants' perceptions of effective strategies, methods, and models as a basis for general education elementary teachers in United States classrooms and were intended to be used in instructional content areas for all students, particularly ELL students. These results also suggested the importance for general education teacher programs to include coursework specific for ELL instruction that can be effective for instruction in the general education classroom. Finally, this study also suggested the importance for educational systems to provide professional development focused specifically on providing effective instructional practices for ELLs in the general education classroom and core content areas.

Descriptors: English language learner, sheltered instruction, differentiated instruction, cooperative learning, vocabulary

In memory of my husband Ed who celebrated each and every accomplishment with me.
The memory of those celebrations encouraged me to continue.

Philippians 3:13 (NIV) “...*But one thing I do: Forgetting what is behind and straining toward what is ahead, I press toward the goal to win the prize for which God has called me heavenward in Christ Jesus.*”

ACKNOWLEDGEMENTS

Thank you to Father God and Jesus Christ for your strength to persevere and for always being there for me when I thought I was so alone.

My committee chair, Dr. Daniel N. Baer for your wisdom, guidance, and tenacity to help me see this through. Committee members Dr. Nancy Kay DeJarnette and Dr. Robert Fanning for your wisdom and guidance. Dr. Fred Milacci, my research consultant for taking the time to be thorough and give guidance in this process.

Dr. Patricia Stoudt for all your wisdom and guidance, for the hours of review of transcripts and spot check reviews of recordings, and for your editing and revising tips. Melinda Bingham for your sacrifice of time to review interview transcripts.

Finally, to the 14 participants for your willingness to share and make yourself vulnerable as you reflected on those experiences.

My family and friends for your encouraging words and your patience when I would tell you I did not have time for your fellowship.

Philippians 4:13 (KJV) *“I can do all things through Christ which strengtheneth me.”*

TABLE OF CONTENTS

ABSTRACT.....	3
ACKNOWLEDGEMENTS.....	5
TABLE OF CONTENTS.....	6
LIST OF TABLES AND FIGURES.....	12
LIST OF ABBREVIATIONS.....	13
CHAPTER ONE: INTRODUCTION.....	14
Background.....	15
Problem Statement.....	17
Purpose Statement.....	20
Significance of Study.....	20
Research Questions.....	21
Limitations and Delimitations.....	22
Limitations.....	22
Delimitations.....	23
Research Plan.....	23
CHAPTER TWO: LITERATURE REVIEW.....	26
Introduction.....	26
Theoretical Framework.....	27
Maslow.....	27

Bandura.....	29
Vygotsky.....	31
Teaching and Learning	32
Language Acquisition	35
Academic Needs	38
Instructional Strategies.....	41
Sheltered Instruction	41
Differentiated Instruction.....	42
Cooperative Learning.....	43
Inclusion Model	46
Professional Development	47
Summary.....	47
CHAPTER THREE: METHODOLOGY	50
Introduction.....	50
Research Questions	50
Research Design.....	52
Participants.....	52
Setting	54
Data Collection Procedures.....	56
Researcher's Role	57

Data Collection	59
Questionnaires	59
Interviews	59
Data Analysis Procedures	61
Trustworthiness.....	63
Ethical Issues	63
CHAPTER FOUR: FINDINGS.....	65
Research Question 1	65
Vocabulary Building.....	67
Teacher Modeling.....	69
Peer Assistance	70
Cooperative Learning	71
Technology	74
Differentiated Instruction.....	75
Classroom Environment	78
Research Question 2	79
Teacher Education Programs	79
Professional Development	81
Desired Professional Development.....	86
Research Question 3	89

Assessments	90
Teacher Observations	92
Desired Changes for Effective Implementation	93
Challenges.....	94
Research Question 4	96
Assessments	96
Teacher Observations and Anecdotal Comments.....	98
Conclusion	100
CHAPTER FIVE: DISCUSSION.....	101
Summary of Findings.....	101
Research Question 1	101
Research Question 2	101
Research Question 3	103
Research Question 4	104
Discussion of the Results	104
Instructional Practices.....	104
Professional Development	105
Criteria Guiding Instruction.....	109
Assessing the Effectiveness of Instructional Practices.....	114
Summary.....	116

Implications of Methodology and Practical Application	117
Recommendations for Research	119
REFERENCES	121
APPENDIX A.....	131
IRB Approval Letter	131
APPENDIX B.....	132
School District Permission Letter and Request Form.....	132
Local School Research Request Form	133
APPENDIX C.....	135
Informed Consent Form.....	135
APPENDIX D.....	138
Questionnaire	138
APPENDIX E.....	141
Pre-Interview Questions and Interview Questions	141
Interview Questions	143
APPENDIX F.....	145
Categories and Codings of Strategies, Methods, and Models	145
APPENDIX G.....	147
Analysis Table - Strategies, Methods, and Models.....	147
APPENDIX H.....	158

Analysis Table – Teacher Training and Professional Development.....	158
APPENDIX I	163
Analysis Table – Criteria Identifying Effective Strategies, Methods, and Models	163
APPENDIX J	181
Analysis Table – Criteria to Determine Assessment Methods	181

LIST OF TABLES AND FIGURES

Table 1 <i>Participant Information</i>	67
<i>Figure 1.</i> Kagan structures used by participants.....	72

LIST OF ABBREVIATIONS

Basic Interpersonal Communication Skills (BICS)

Cognitive Academic Language Proficiency (CALP)

Culturally and Linguistically Diverse (CLD)

Elementary and Secondary Education Act (ESEA)

English Language Learner (ELL)

English Language Learners (ELLs)

English as a Second Language (ESL)

English for Speakers of Other Languages (ESOL)

Fluent English Speaker (FES)

General Education (GE)

Limited English Proficiency (LEP)

Multi-Tier Systems of Supports (MTSS)

Non-English Speaker (NES)

Sheltered Instruction Operation Protocol (SIOP)

CHAPTER ONE: INTRODUCTION

The general education elementary classroom teacher provides instruction to a population represented with diverse needs. Because of the large spectrum of academic needs evident, educational systems propose methods to ensure the rights of individual students. This process can become quite challenging to the general education teacher because of the content of instruction required at each grade level. A growing population represented in public schools is the English Language Learner (ELL) (Vaughn et al., 2006). According to Lee, Lee, and Amaro-Jiménez (2011) the United States Census Bureau projected in 2009 the continued increase of ELLs from a minority of 18% of the 2000 U.S. population to a majority by 2030. This increasing population of ELLs presents new dilemmas for the general education teacher because of ethical and legal ramifications (Verdugo, 2007). The James R. Squire Office of Policy Research reported an influx of ELLs exemplifies complex issues with diverse needs, abilities, backgrounds, and goals (NCTE, 2008).

Although other needs are evident, the needs of culturally diverse students with limited English acquisition present opportunities for general education teachers to utilize strategies, methods and models of instruction that enhance learning. It is imperative that the general education classroom teachers address learning needs of at-risk students and students with diverse needs through differentiated instruction and additional supports such as scaffolding and tiered learning (Tobin & McInnes, 2008). Not only must the teacher instruct and present excellent, equitable, content-specific education for all students, the general education teacher should also provide language acquisition techniques for students with limited or no abilities in English.

A need exists for general education elementary classroom teachers to provide a variety of instructional methods, strategies, and models to assist students in core content comprehension

and application (Brown, 2001). For example, teachers provide instruction based on the needs of individual students, using models of cooperative learning, modeling, graphic organizers, enhanced vocabulary, and student talk (McIntyre, Kyle, Cheng-Ting, Munoz, & Beldon, 2010). Sheltered Instruction Operation Protocol (SIOP) is a program model designed to provide professional development for teachers to address the needs evidenced in the classroom for all students, particularly for ELL students (<http://www.cal.org/siop>). However, professional development opportunities for general education teachers to provide instructional strategies, methods, and models specific for ELLs are limited (Goldstein, 2011).

Identifying these instructional procedures may provide insight for the general education teacher and will enhance learning for all students, primarily English learning students.

Identifying instructional practices to utilize for instruction can require the teachers to determine what strategies best suit the general population as well as include ELL population best suited for their needs. Teachers realize the necessity to provide content-based instruction necessary for all students with inclusive language acquisition for ELLs, implementing strategies, models, and practices to assist the students' learning. Teachers may rely on pre-service teacher education or professional development to know what instructional practices to implement.

Background

The increasing population of students with limited English proficiency in the inclusion model requires the general education teacher to provide instruction for students in a format to help them develop understanding of core content as well as the English language (Lovett et al., 2008). No Child Left Behind mandates a focus on ELLs' education in the U.S. schools because of the requirement of accountability reports of academic achievement among subgroups (Batt, 2008). In March, 2010, the Obama Administration released a document designed to revise the

Elementary and Secondary Education Act (ESEA) depicting the approach of strengthening instruction in content of literature and reading but also Science, Technology, Engineering, and Mathematics (STEM) to not only better prepare teachers but also to support more rigorous standards to better prepare students for higher educational opportunities (ESEA, 2010). The purpose of this policy would not only to require general education teachers to provide effective instruction, but to provide instruction that benefits all students. According to the James R. Squire Office of Policy Research, as reported by NCTE (2008), this creates a challenge for general education elementary teachers to provide diversified lessons addressing specific academic needs.

The necessity for communication between teacher and student is evident but the probability of academic success can be limited if there is not a knowledge of both languages without professional development or teacher support (Batt, 2008). Identifying instructional practices teachers use to communicate with students regardless of the lack of multi-language abilities can assist academic acquisition for these students. Educational systems have implemented various models to provide instruction for ELLs but are limited with possibilities to provide services because of funding and availability of teachers to implement the programs (Batt, 2008). According to Zehr (2011), the U.S. Department of Education is proposing new federal grants to assist states in developing English-language proficiency assessments to be aligned with Common Core Standards. Various models to serve students through English as a Second Language (ESL) instruction include, but are not limited to (a) dual language classrooms, (b) inclusion with pull-out services, (c) sheltered instruction, (d) bilingual classrooms, and (e) mainstream classrooms (Batt, 2008). Depending on the proficiency of English acquisition, student needs may require differentiated levels of instruction in the core content areas.

Another consideration for student achievement is the realization of interdependence among ELLs and the socialization needed to provide a means of connecting within the classroom (Henze, Katz, Norte, Sather, & Walker, 2002). These educational researchers described several approaches utilized to improve social interaction during content instruction. These approaches include data inquiry, diverse staffing, professional development, special events, and parent and community involvement (Henze et al., 2002). Instructional planning, implementation, and student application and engagement assist teachers in observing, assessing, adjusting, and accommodating lessons when necessary. Therefore, the intent of this study was to identify instructional strategies, methods, and models general education teachers may use to assist in providing ELLs with opportunities to learn academic grade level content.

Problem Statement

The problem is general education teachers, with little or no specific training, are expected to implement effective strategies, methods, and models when teaching core content areas to benefit all students including ELLs. Specific learning goals and accommodations are required for all students in core content such as reading and math (Sawchuk, 2010). If students are struggling with language acquisition, the classroom teacher may have difficulty effectively teaching content specific goals. One model used to strengthen ELL academic and language acquisition is called shadowing. Shadowing is defined following a selected student for two or three hours in the day, documenting observations of dialogue used by the student rather with academia or socially and is used as reflective opportunities in teacher education programs and professional development (Soto-Hinman, 2010). Another model is ESL curriculum, designed to assist these students in language acquisition but may not necessarily reflect the core content expected in the general education class. For various reasons, including parental request of

removal from ESL programs, ELLs may not receive supplemental assistance in language acquisition nor in core content curriculum (KSDE, 2011). In addition to student removal from programs, the cost of providing extra services for ELL students may limit school districts, promoting inclusion models within the general education classroom but with little assistance in the classroom by a specialized teacher (Batt, 2008).

The general education teacher is expected to provide effective instruction for the content areas above and beyond the ESL services the student receives for language acquisition. The National Assessment Governing Board (NAGB), an independent group establishing policies for national academic progress has issued a policy cap increasing the participatory requirements for students with disabilities (including ELLs) intending to provide more equitable accommodations for all students (Sawchuk, 2010). These standards proposed by the NAGB require greater participation and accountability regarding core content curriculum (Sawchuk, 2010). This measure affects the general education classroom where the ELLs receive core content instruction.

While some teachers recognize the diverse student needs within the classroom, they may have difficulty providing the instruction to support the needs evidenced within the classroom (Tobin & McInnes, 2008). The general education teacher may provide this instruction with strategies, methods, and models in which they have been trained in an effort to effectively implement instruction. Not only should the teacher consider the effectiveness of instruction for the general population, but should also contemplate the benefit of the instruction for ELLs (Haneda & Wells, 2010). The learning styles of today's students require a plethora of learning strategies to be implemented to promote understanding as well as self-efficacy (Verdugo & Flores, 2007). Teacher knowledge and skills to do so may be quite limited. Teacher training

programs provide limited pedagogy to prepare pre-service teachers with the tools necessary to implement equitable instruction for ELL students within the general education classroom (Goldstein, 2011). Educators must provide excellent quality instruction to English proficient students as well as non-English language proficient students (Hansen-Thomas, 2008).

The diversity and use of instructional models in U.S. schools are more evident in the classrooms as the increasing population of ELL students requires student achievement (McIntyre, et al, 2010). Educational systems have been thrust into a position to provide instruction with limited means to do so. There is inconsistency in providing resources to assist teachers, whether pre-service students in teacher education programs or faculty and novice teachers in classrooms to implement instruction for ELL students with confidence (Glenn & Gort, 2008). Educational systems must meet the needs of the ever-growing ELL population regardless of a lack of funding (Lucas, Villegas, & Freedson-Gonzalez, 2011). With immersion or inclusion models of instruction implemented by school districts, consideration of instructional strategies, methods, and models, is needed, particularly for ELL students in need of not only content instruction but also linguistic instruction. This qualitative study will focus on an inclusion model for ELLs who may also qualify for pull-out services. Pull-out services can be defined as an ESL program serving each identified student language instruction outside the general education classroom for language acquisition instruction but becomes increasingly difficult because of the unrealistic demands of time outside the general education classroom (Herrera & Murry, 2005). These services can be based on the individualized education plan (IEP) specifying the amount of time the student is to receive the services based on linguistic assessment scores. These services may be provided individually or in small group settings, specific to the three content areas of language: speaking, writing, and listening (Arquette, 2007)

yet these services may not necessarily enhance students' learning in core content areas of reading and math. These services may be provided by paraprofessionals rather than ESL endorsed teachers (Carrison & Ernst-Slavit, 2005).

Purpose Statement

The purpose of this hermeneutic phenomenological study was to describe general education elementary teachers' perspectives of some strategies, methods, and models of instruction implemented to face the challenge of effectively teaching core content areas to all students including ELLs. Strategies, methods, and models were identified as the general education teacher described the instructional practices used to provide effective instruction to ELLs in the general education classroom.

Significance of Study

Students learn in many different ways. Research has indicated the necessity of diverse activities for providing instruction based on individual needs, as well as student interaction with parents (Verdugo & Flores, 2011). Instructional strategies that meet the needs of students should be implemented for all students, but particularly for ELLs because of the multiple learning needs of core content and language acquisition. Both novice and experienced teachers are challenged to engage students in core content learning (Bautista & Castaneda, 2011). However, with this awareness for core content, instructional models are often impeded with the need to assist ELLs with language acquisition along with core content (Lee et al., 2011).

Research supports using differentiation (De Jesus, 2012). The practice of differentiated instruction through various methods is utilized by many teachers for all students, but a lack of resources is evident for best practices that combine core content and language acquisition through an inclusion model in the general education classroom. However, a lack of resources for

non-ESL endorsed general education teachers to provide core content instruction with inclusive language acquisition strategies compelling teachers to investigate and determine resources on their own (Bautista & Castaneda, 2011). This study provides instructional strategies, methods, and models for general education elementary teachers, not only within the school district in which the study was conducted, but for all teachers required to instruct a diverse population of students, particularly the ELL population.

Research Questions

Describing the perceptions of general education elementary teachers of what they used to provide instruction of general content areas to ELLs was purposed for this study. As such, the following questions were the guiding factors for this study:

1. What instructional practices do participating elementary general education teachers use to enhance core content learning opportunities for ELLs' needs?

2. How do participants describe the effectiveness of professional development and training programs addressing ELL issues? Various forms of instructional practices, professional development, teacher training, and student academic achievement has been linked to implementation within the classroom. However the comparisons between the teachers with training compared to those who have not has not been identified (McIntyre et al, 2010). When instructional models were partially implemented, research had shown the effectiveness was less supportive for ELLs (McIntyre et al, 2010). The research indicated collaboration, professional development and careful planning for implementation were good practices but not always necessary (McIntyre et al, 2010).

3. What criteria do teachers use to determine the most effective instructional strategies, methods, and models for differentiating instruction for ELLs? Teachers must provide relevant,

meaningful instruction that meets students' diverse learning needs (Linsmeier, 2011). Effective instruction will be identified by teacher perceptions and monitoring of sustained progress (PDE, 2013)

4. What criteria do participants use to determine assessment methods to monitor, evaluate, and guide effective instructional strategies, methods, and models to enhance learning for ELLs? The premise that instruction should benefit all students provides general education teachers with the mandate to differentiate instruction based on the needs evident within the classroom. Teachers observe, assess, and identify the best practices of learning for individual students and design the instructional models to best match the method in which the students learn (Tobin & McInnes, 2008). For reading instruction, these methods may include, but are not constrained to, flexible grouping, ongoing assessments, differentiated instruction, specific word or vocabulary study, literacy stations, coaching and modeling (Tobin & McInnes, 2008). These methods of instruction can be implemented across curriculum content as needed.

Limitations and Delimitations

Limitations

Participants were identified as general education elementary classroom teachers with ELLs in the classroom for core content instruction. Because perceptions from teachers were based on previous years' experiences as well as experience in the present school year, the ELL population was affected. The ELL population could not be determined as equivalent for each participant's class because of the variance of language acquisition and academic abilities. Other limitations included the experience and variance of teacher styles of instruction and four teachers with English Speakers of Other Languages (ESOL) certification. The sample of this study was solely based on volunteers willing to participate. Another limitation could be the participants

may or may not have demonstrated closing the achievement and learning acquisition gap between ELLs and typical peers even though they identified what they perceive as effective strategies for learning academic outcomes and language acquisition for English learners.

Delimitations

Many general education teachers are not ESOL endorsed but encounter an increasing ELL population within the classroom. Ary, Jacobs, Razavieh, and Sorensen (2006) recommend a sample size of 10 to 25 participants for a qualitative hermeneutical phenomenological study. Fourteen elementary general education certified teachers volunteered to participate in this study. Three (21%) of the participants were ESOL endorsed. One participant (7%) was bi-lingual in English and German. The geographical location in a central plains area was identified with a growing population of ELLs. The delimitations provided data for teacher perceptions of educational programs to determine the importance of pre-service preparation.

Research Plan

A phenomenological study is research that focuses on the perceptions of the participants (Bogdan & Biklen, 2007). According to Ary et al. (2006), two types of research methods exist: (a) quantitative, using statistics as the basis and (b) qualitative, a descriptive basis. The qualitative phenomenology sample populations are considerably smaller in size and are more analytical (Ary et al., 2006). The exploration of events and how the participants perceive the events provides a deeper understanding of the phenomenon (Van Manen, 1990). There are two distinct types of phenomenological studies: the hermeneutic and transcendental (Van Manen, 1990). The hermeneutical study, according to Van Manen (1990), focuses on interpretative language written to describe the reflections of experiences that occurred. Based on Van Manen's description of hermeneutical study, reflections cannot occur if the participant had not lived the

experience. Transcendental study is descriptive of phenomena without the participant having lived the experience (Van Manen).

This hermeneutic phenomenological study attempted to describe the perspectives of fifteen to twenty general education elementary teachers reflecting effective strategies, methods, and models of instruction necessary to provide education, particularly for ELLs in core content areas in their general education elementary classroom. The sample became a convenience sample due to the number of volunteer responses to the invitation to participate. This holistic study used questionnaires and interviews to collect the data. The ELL population exemplified diverse needs because of language acquisition, cultural and social skills, and academic skills. The necessity for core content instruction implicated the general education teacher to address the needs evident to promote academic learning for ELL students. Data was collected participating teachers' perspectives from the interviews, regarding their instruction and reasoning for strategies, methods, or models used to implement the instruction geared for the ELLs.

The study was appropriate because the diverse needs evident promoted the necessity for content instruction to be embedded with language acquisition and social instruction through specific instructional strategies, methods, and models to stimulate learning, specifically for ELL students. By understanding the motivation of the teacher in the ways and means in selecting specific strategies, methods, or models for instruction, the study provides a basis for other teachers in determining best practices and approaches for instruction (Ary et al., 2006). This study was designed to center around the perceptions of the participants and the reasoning for using specific strategies, methods and models to instruct the ELL population in the general education classroom.

Application for Institutional Review Board (IRB) approval to conduct this study was

submitted. Upon approval, the public school district was contacted to propose and request permission to conduct the study, and discuss eligible schools and teachers in order to proceed by requesting participation. Upon receipt of agreement to participate, the questionnaire was sent for completion electronically and interviews were scheduled.

Holistic data was collected through questionnaires of participants regarding professional development, teaching styles, and educational training. Interviews were scheduled and questions sent prior to the interview electronically for participants' review. The data collected was categorized and coded according to the strategies, methods, and models implemented during the study. Teachers' reflections and perspectives regarding knowledge of cultural diversity education, and the effectiveness of instructional strategies, methods, and models were identified through interviews. By using a descriptive method of participants' experiences but utilizing precise interview transcripts, identifying the patterns of strategies, methods, and models of instruction, and the researcher writing and revising the interpretations as the participants provide their reflections, this study followed the description of a hermeneutic phenomenological study according to Van Manen (1990).

CHAPTER TWO: LITERATURE REVIEW

Introduction

The ever-increasing English Language Learner (ELL) population in the general education elementary classroom has presented teachers with ubiquitous challenges to implement instructional strategies, methods, and models specific for the academic, cultural, and social needs of the students. Though a plethora of resources and even district culminated curricula is provided for general education instruction, limited resources are available for general education teachers with embedded language acquisition and social context within the core content. Without consideration of ELLs' need for language acquisition, as well as social and cultural contexts, it seems teachers have difficulty providing academic instruction in any situation. In theory, the basic needs of students must first be met. Maslow's Hierarchy of Needs demonstrates the necessity for education to begin with the basic essentials. Once the basic needs have been met, the student can then begin to learn increasingly in significant ways. The basic needs for the ELL population include language acquisition in simple social skills within social settings, basic interpersonal skills (BICS), as well as cognitive academic language proficiency skills (CALP) in the classroom (Herrera & Murry, 2005),

This chapter will reveal the necessity for the teacher to be aware of student language skills and academic skills in order to provide appropriate effective learning opportunities to meet individual needs instructional strategies, methods, and models (i.e. sheltered instruction, differentiated instruction, and cooperative learning). This chapter will also review professional development for general education teachers in ELL instruction. Furthermore, this chapter will adhere to the guiding questions by examining which instructional strategies, methods, and models are implemented to instruct the ELL students, how the teachers select the strategies,

methods, and models to use, as well as how the teacher monitors the successes of those strategies. Furthermore, it will review the diverse needs of ELLs in language instruction, social instruction, and academic instruction and the instructional strategies, methods, and models identified to assist general education teachers within the classroom.

Theoretical Framework

A necessary component to provide excellent instruction is the knowledge of the student's needs. Maslow's theory of Hierarchy of Needs demonstrates the necessity for the general education elementary teacher to be aware of the individual basic needs of students within the classroom. The linguistic needs according to social and academic language acquisition differ. The theoretical framework of Maslow's Hierarchy of Needs and Bandura's Social Cognitive Theory is the basis in which this study will be conducted. The academic needs as well as the cultural and social acclimation of the ELL are basic needs in the classroom environment (Glenn & Gort, 2008). The third conceptual framework this study is based on is Vygotsky's Zone of Proximal Development. These three concepts of understanding human needs, understanding the need for self-efficacy, and understanding the opportune times for learning provide a framework for this case study of general education elementary teachers and the instructional strategies they implement to educate ELL students.

Maslow

Motivation is a key component in effective instruction (Slavin, 2006). Abraham Maslow introduced the theory of basic needs, also known as Hierarchy of Needs, as a motivating instructional factor. Maslow's theory of hierarchy of needs demonstrated the importance of people needing the very basic of needs such as safety, food and shelter to be met in order for higher-level needs such as self-actualization or self-esteem to be met (Ary, Jacobs, Razavieh, &

Sorensen, 2006).

In addition, Maslow identified five areas of motivation based on the needs of the individual. According to Maslow, the most basic of needs must first be met before the individual could successfully continue in the learning process. The visualization used to describe the order of these needs was a pyramid depicting the lowest or most basic needs to be on the base level (Ary et al., 2006). This indicates that if students did not sleep well they may have less motivation to go beyond to higher-levels because of the physical discomfort (Brown, 2001).

Maslow's schema level of needs are: (a) food, water, shelter, sex, and air, (b) physical and financial safety, (c) a sense of acceptance by others, and (d) positive self-esteem and reflection of others (Owens & Valesky, 2007). Herrera and Murry (2005) depicted the four primary needs of ELLs, referred by them as culturally and linguistic diverse (CLD) students, as four dimensions intertwined but must occur simultaneously. These four dimensions can be considered the basic essentials of the ELL student within the general education classroom: academic development, language development, and cognitive development inclusive of social and cultural processes (Herrera & Murry, 2005). According to Herrera & Murry (2005), this would indicate the necessity for the general education elementary classroom teacher to be aware of the individual students' needs to assist in specific planning to address the diverse needs of the students.

The fifth component of Maslow's Hierarchy of Needs is self-actualization (Owens & Valesky, 2007). The self-efficacy through feeling capable, self-assured, and confident according to Maslow is the final stage of needs. Because the general education classroom consists of students with diverse social and cognitive needs, the teacher learns to assess these differences and to differentiate instruction according to the needs represented. Maslow's theory encouraged

the awareness of these needs and implementation of instruction. Therefore, Maslow's theory creates a basis for this study to identify general education elementary teachers' motivations in presenting instruction according to the individual needs of the ELL students.

Motivation to provide effective instruction should be determined by the motivational level of students and their desire to learn. Slavin (2006) discussed the importance of effective instruction is to increase student motivation, not only in social contexts, but to encourage students to investigate through engaging activities to learn and to have a desire to continue to learn. The level of motivation in which a student learns may depend on the student's level of needs based on Maslow's theory, but will include intrinsic and extrinsic motivational stimulants based on Robert Gardner's study of orientation (Brown, 2001). Maslow depicted the highest level of student needs as self-actualization which indicates intrinsic motivational factors are implemented. According to Brown (2001), the highest motivation for one's self-awareness and choices comes from within, fulfilling the need for autonomy. The motivation behind the teachers' implementation of strategies, methods and models may exhibit the awareness of the students' needs, as well as the teachers' need for resources to provide instruction specific for ELLs.

Bandura

Bandura's Social Cognitive Theory as it relates to the design and implementation of instruction, is represented through modeling, observation, and imitation (Slavin, 2006). The self-regulated learning this theory purports one to look at the ELLs' situation in the general education classroom and ask if these instructional strategies, methods, and models will enhance learning language, social and academic core content. What models and stimulants would the general education elementary classroom teacher provide for ELL students to progress in learning? The

three components provide a basis for this study to investigate the instructional strategies, methods, and models the general educational elementary teachers utilize to promote learning for the ELL student. The practice of self-regulation through modeling, observing, and imitation applies not only to the student, but serves as a basis for identifying general education elementary teachers' actions and behaviors. Bandura's Social Cognitive Theory provides a framework for the study of identifying which methods of modeling, observing, and imitation teachers follow when choosing how to instruct ELL students.

Considering Bandura's Social Cognitive Theory is a connection between behaviorist and cognitive theories (Klingner, Alfredo, & Barletta, 2006). The components of Bandura's theory include attention to the activity and the cues given by the teacher; retention of what was modeled; reproduction of the actions of what was observed; and the motivation to provide reinforcement for the learner to continue to practice and master the activity (Slavin, 2006). According to Slavin (2006), this observational learning is intended to give demonstration as well as continuous feedback for reinforcement or correction (Slavin). One can apply the understanding of the behavioral, cognitive, and environmental factors into instruction. General education classroom teachers promote student self-regulation with the concept of social learning. It is then students will transfer these skills from learning general social skills to self-regulated learning strategies in math, reading, and other academic constructs (Slavin). By studying the efficacy of the general education elementary teachers' behaviors, the method of design implementation and the modeling instructional components in the classroom will assist the understanding to teach ELLs not only in core content, but content with language acquisition and social skills learning.

Vygotsky

Another component that is a basis for the study of general education elementary teachers' instructional methods is based on Vygotsky's theory Zone of Proximal Development (Slavin, 2006). Vygotsky's theory was based on two primary attributes: (a) intellectual development is understood centered on historical and cultural experiences of the learner, and (b) learning is developed constructed on symbols cultures utilize to create thinking, communication and problem solving (Slavin, 2006). Vygotsky's theory strongly emphasized the nature of sociocultural learning and identified the most productive zone for the learner includes activities manageable by the learner with some assistance, sometimes called the *teachable moment* (Slavin, 2006). Vygotsky's study showed the importance of understanding the nature of learning through cultural communication and teaching students to regulate their own thinking process. The Zone of Proximal Development demonstrates how individuals learn at various paces and opportunities of readiness to learn through various activities such as scaffolding, cooperative learning with differentiated levels of ability (Slavin, 2006). This theory provides a basis for the study of general education elementary teachers and the instructional methods used to teach students at the opportune times based on individuality. Vygotsky's theory supported independent structured methods of learning such as scaffolding, cooperative learning, and communication in social contexts (Slavin, 2006). The awareness of basic and order of individual needs (reflective of Maslow's theory of Hierarchy of Needs) and the importance of cultural and social climate in which instruction occurs (in congruence with Bandura's theory of Social Cognitive Development and consequently paired with Vygotsky's Zone of Proximal Development), theoretically promotes learning (Slavin, 2006).

Teaching and Learning

Demographics in the United States are in a constant state of metamorphosis. In 2002, 43% of all teachers in the United States had at least one ELL student entrusted to them for instruction in core content (Klingner et al., 2006). According to Mueller, Singer, and Carranza (2006), the U. S. Census Bureau in 2003, 18% of United States residents spoke languages in the home other than English, and 6.7 of the 18% spoke limited English or no English. This data is not only indicative of adult population but of the impact on public education as well. The ELL student population, as reported by the National Clearinghouse for English Language Acquisition and Language Instruction Educational Progress (NCELA) in 2005, identified 5,112,081 ELL students in grades Pre-K through 12 receiving educational services in the school year 2003-2004 (Mueller et al., 2006). It has been projected by 2030, 20% of people older than 5 years of age will speak a native language other than English (Klingner et al., 2006). At the rate between the report of 2002 and the aforementioned Census of 2003, the projection should be adjusted at an even higher rate. Does the accountability criteria made upon education heighten the protocol for educators to implement instructional strategies, methods, and models to benefit all students?

Language instruction models have been researched and discussed with the intent to provide the most effective way for students to acquire a second language and yet maintain proficiency in the native language (Mueller et al., 2006). The Individuals with Disabilities Education Act (IDEA) requires instruction be altered to benefit education for ELL students (Klingner et al., 2006). Educational institutions are mandated to evaluate teachers with intention of recognizing, encouraging, and rewarding exceptional teaching strategies and implementation through professional development and guidance to improve student academic performance (Apthorp, Wang, Ryan, & Cicchinelli, 2012).

These alternative instructional methods will require teachers to differentiate instruction, identify objectives, then modify assignments, instruction, and accommodations to meet the needs of all learners (Bautista, 2011). As such educational systems wish to consider using instructional models such as immersion, sheltered instruction, dual-language classrooms, or the use of ELL pull-out services, as well as many other models, but no one model can be considered the ideal model for all students (Rios-Aguilar, Gonzalez-Canche, & Moll, 2010). Regardless of the program the educational system implements, the general education teacher is continued to be held accountable for the primary core instruction of all students, including the ELL population (NCLB, 2001).

A disproportionate population of diverse cultures represented in the general education classroom exists (Rueda & Windmueller, 2006). Including the diversity of academic needs evidenced in the general population, the ELL students' needs also require the teacher to provide instruction suitable for language acquisition embedded within the core content, now based on the common core standards (Zehr, 2011). Instruction must meet the needs of the students fully, cognitively and linguistically (Delgado, 2010). Metacognitive knowledge is an integral component of recall, comprehension, and evaluation which is vital for the thinking skills when learning occurs (Desautel, 2009). Understanding the necessity to provide a plethora of instructional formats and intergroup relations requires instructional diversity (Henze, Katz, Norte, Sather, & Walker, 2002). Teachers should be knowledgeable of techniques to assist in the learning process as well as how to tailor instruction to students' needs and implementing instruction at the appropriate time for optimum learning potential.

The general education teacher is key component in enhancing the education and instruction of any student, particularly the ELL student (Crockett, 2010). According to Henze et

al. (2002), administration who understands the necessity for relationship with staff and students will encourage the diverse cultural backgrounds of staff similar to the student cultural backgrounds. Similar backgrounds and the accessibility of bilingual personnel encourage the relationship between school and student that will enhance the relationship ultimately benefiting the academic needs of the students (Henze et al., 2002). Although ideal, this is not always possible in the classroom, and therefore requires the general education teacher to become aware and familiar with the cultural backgrounds of each student (Crockett, 2010). The relationship between the teacher and ELL student influences the effectiveness of instruction for the student (Delgado, 2010). This relationship can increase the student self-efficacy, culturally, linguistically, and academically because of interactive support through not only academic, but through informal social support (Crockett, 2010). This type of interaction entails accessing the *teachable moment* during the Zone of Proximal Development (Crockett, 2010). ELL student academic self-efficacy is recognized as lower than non-ELL students (LeClair, Doll, Osborn, & Jones, 2009). The cultural, linguistic and disability-related needs of individual students must be identified and met (Delgado, 2010).

The general education teacher should be aware of the diversity represented through culture, language acquisition, academic abilities, as well as social impacts in conjunction with multiple intelligences and different learning styles. An overrepresentation of ELL students identified to qualify with special education services perform at lower proficiency in the native language as well as English (Sullivan, 2011). Although, overrepresentation does occur with special education services, it is recognized these students are identified with special educational needs. Identifying the specificity of special education services is not always indicated, nor does it encompass the majority ELL population (Sullivan, 2011). Because of the evidence of needs

manifested, the general education teacher is accountable for providing instruction through various means that will meet the needs of all students, including ELLs. This accountability requires the classroom teacher to employ instructional strategies, methods, and models beyond the instructional content and curriculum (Glenn & Gort, 2008). Although support services are provided, the ELL students in the United States have lower academic successes, fewer high school completion, and higher rates of poverty and transition (LeClair et al., 2009). When providing instruction for ELL students, educators need to provide contextual basis of knowledge, incorporate student background knowledge and experiences, develop a vocabulary bank specific for comprehension, and assess student achievement (Pray & Monhardt, 2009). For example, reading difficulties may be identified based on several academic, linguistic or social reasons, and remediation and interventions are established as a preventive approach in instruction (Vaughn et al., 2006).

Language Acquisition

The general education classroom is a primary location for many students with diverse needs. The increasing ELL population presents challenges in the general education classroom because of the various levels of limited English acquisition and cultural diversity, in addition to the often fragmented or disjointed academic needs. Although social English acquisition may take three to five years, academic English acquisition can take as long as seven years (Hakuta, Butler, & Witt, 2000). Social communication of a second language is the first acquired language skill and can take anywhere from two to four years to acquire (Herrera & Murry, 2005). Herrera and Murry (2005) described the BICS as involving social settings and being less competitive or restrictive for the CLD student. Herrera and Murry were convinced that a classroom environment conducive to collaborative work and providing an atmosphere less competitive

creates opportunity for meaningful communication to occur in the learning environment where scaffolded instruction addresses the academic needs of students. In the general education classroom, language constructs are provided for all students through reading, writing, and grammar instruction as well as integrated in other subjects like mathematics, social studies, and science while the classroom environment and specific activities provide opportunity for social language acquisition to occur. For example, in mathematics, the teacher may encourage student learning by providing prompts through conversational language which skill is proficiently acquired at about two years rather than the five to seven years for academic language proficiency (Lee, Lee, & Amaro-Jiménez, 2011).

The responsibility to provide opportunity to develop communication skills relies on teacher awareness of skills acquired, developing, and those still needed (Herrera & Murry, 2005). The inclusion model is one educational system design that is utilized to provide instruction for all students, including ELLs. However, without specific English Language training, and a lack of knowledge of cultural diversity and understanding, general education teachers feel unqualified to work with linguistic challenged students (Batt, 2008).

Other educational systems also provide supportive services to assist in language acquisition for ELLs. For example, Sheltered Instruction Observation Protocol (SIOP) encourages supportive instructional systems within the general education classroom, by providing professional development specific in educating ELL students (CAL, 2012). Language acquisition in an academic setting is different than that required in social contexts (Antunez, 2002) and includes communication through various means. As cited previously, proficiency in language acquisition could take from five to seven years (Hakuta et al., 2000). According to No Child Left Behind (NCLB) (2001), although limited language acquisition is not provided under

special educational services in the United States, assessing and writing educational plans are evident. NCLB (2001) maintains accountability for education for all students and IDEA provides the process for individualized plans for each student.

Federal and State laws have been established to protect the educational rights of all students including ELLs with language needs. However, these laws also require parental consent for the services that include specialized, certified teachers for the programs implemented by educational systems (NCLB, 2001). This allowance requiring parental written consent can prove positive or a hindrance to the student's best interest regarding education. Because of various reasons, including a lack of understanding the programs, or misunderstanding the difference between conversational English acquisition and academic language acquisition, or fear of missing the educational value within the general education classroom, parents may opt to refuse ELL services for their students (Verdugo & Flores, 2007). Due to inequities identifying the needs (particularly ELL students), and limited proficiency in academic areas, Sullivan (2011) discussed the dilemma that ELL students may be identified as students with special needs but may be identified erroneously. To determine whether the student is not proficient in English or has a disability identified under special education is difficult (Sullivan, 2011).

Limited assessment policies focused on ELL students with disabilities require an assessment identifying the form of issues, patterns, and conclusions (Thurlow, Minnema, & Treat, 2004). Just as students with special needs are identified by specific testing, the ELL student is assessed, with written parental consent, to identify the essential English language services for students in order for student to benefit from instruction (KSDE, 2011). The assessments for language acquisition are based on the following components listening, speaking, reading, and writing skills (KSDE, 2011). It is important to note that the limited or no language

acquisition however, does not eliminate the possibility nor guarantee the absence of a learning disability. In the one plains public school district five levels for preschool thru fifth grades of English language proficiency have been used to place students in appropriate schools, classrooms, and additional services. The levels of identification have been based on interviews with students and family members as well as student assessments. According to the Kansas Department of Education criteria, the five levels are: (a) the Newcomer or Non-English Speaker (NES), (b) Limited English Proficient (LEP1), (c) the Advanced Level (LEP2), (d) the Fluent English Speaker (FES), and (e) the level of Monitor (KSDE, 2011). Each student's level is identified through a series of the Kansas English Language Proficiency Assessment (KELPA) and the IDEA Proficiency Test (IPT). The use and level of each assessment provides criteria for the amount of minutes of pull-out services the learner will receive from a certified ELL instructor in an ELL classroom. The maximum amount of pull-out services the student is eligible for is 180 minutes per day (KSDE, 2011).

As these levels have been identified, the general education classroom is identified as the primary source of instruction during the day for all levels. The length of time the student receives pull-out services and push-in services vary according to the identified levels (KSDE, 2011). However, the largest portion of time, according to KSDE, 2011, is a maximum of three out of seven hours of the instructional day. This identifies a need for the general education classroom teacher to become an active participant in the education of all ELLs. Regulations to meet eligibility criteria for ELL require an examination of the best way to allocate resources (Delgado, 2010).

Academic Needs

Considering instructional levels of accountability for all students NCLB requires the

educational systems to create curriculum standards to address the educational needs as well as appropriately evaluate, assess, and measure the abilities and needs of each student to provide explicit instruction in the content area needed (Stansfield, 2011). The NCLB accountability is based on annual assessments to indicate if additional educational support for the students is necessary (Stansfield, 2011). However, educators may also use additional assessments to assist in identifying instructional needs. An example would be determining the correct intervention response for struggling readers. Assessing the ability and needs requires the knowledge of the level of language acquisition, response to phonemic awareness, comprehension, or other impairments (Lovett et al., 2008). Students may appear to have needs in all areas, including reading, math, social studies, and science; however these needs may be based more on their language acquisition status than on their academic ability (Lovett et al., 2008).

Although some students may qualify and receive other services, primary education for ELLs occurs in the general education classroom and where teachers must utilize teaching tools to integrate effective strategies into classroom instruction that benefits the ELLs along with their peers (Varela, 2010). One way educational systems assist students during instruction, as well as assessments is to accommodate students through oral or written interpretive services (Stansfield, 2011). Specific guidelines are provided through NCLB depicting the rationale and standards in which accommodations can be provided in the language that will yield the best outcome for the student (Stansfield, 2011).

NCLB (2001) mandates the accountability for all students including the provision of Titles I and III specific for students with limited language acquisition. Title I provided by the Elementary and Secondary Education Act (ESEA) is designed to provide funding for schools with high percentages of students in families with low socio-economic resources in order to

assist educating students to meet the academic standards though in limited opportunistic circumstances (Ed.gov, 2008). The Title III of the No Child Left Behind Act (2001), establishes the measurements, academic expectations for ELLs, and guidelines for qualifying funding for state and local educational systems to implement instruction for ELLs (Title III interpretations, 2008). IDEA was implemented to protect the rights of students with disabilities to receive instruction according to the needs represented. Educational systems are required to implement individualized learning plans for the individual students based on individual needs. Many times ELLs are identified as students with learning disabilities and are provided a Section 504 plan based on the IDEA because of the inability to perform at the instructional level in which the student is placed. For the ELL student this may not be the appropriate identification or assistance needed and could possibly place undue stress and stigma on the student.

The general education teacher is responsible to provide excellent instruction for all students regardless of the diversity of needs evident, including the need for language acquisition (Bautista, 2011). Based on the achievement requirement of NCLB, ELLs are expected to demonstrate proficiency as that found for all students by 2014 (Varela, 2010). Educational systems considered the cost effectiveness of accommodations such as translations for academic annual testing and factored the cost into the budget to determine the type of services to offer ELLs (Stansfield, 2011). The educational system, although providing instructional value for students, is still lacking in the effective use of teaching higher-order thinking skills and comprehension for ELLs (Viadero, 2009). In order to provide effective instruction, identification of achievement is necessary, but the ability adequately collect achievement data is limited due to assessment practices and district accountability criteria (Klingner et al., 2006). In classrooms where ELLs have been immersed, or mainstreamed, into the general educational

setting, many times with little support for neither teachers nor students, teachers may provide instruction difficult for ELLs to learn because of language acquisition needs. Yet, instruction can engage students in learning by utilizing pictures, demonstrations, diagrams, and hands-on activities (Varela, 2010). One instructional practice in the immersion classroom is Sheltered Instruction (Hansen-Thomas, 2008). Sheltered Instruction is instruction provided at levels for individual linguistic needs without compromising the integrity of the subject content (Hansen-Thomas, 2008). The general education teacher is required to become accountable to provide services for ELLs (Varela, 2010), but may be limited with resources to do so, thus restricting possibilities for these students to become successful learners. Reliance on the mainstreaming model demands the general education teacher to understand how to acquire student background knowledge and respond with the best instructional strategies including modified instruction (Apthorp et al., 2012).

Instructional Strategies

An uncertainty in the educational field regarding how to establish the best instruction for ELL students, including a disparity of curricula available is evident (Sullivan, 2011). Because of a lack of knowledge of the students' first language, general education teachers may be intimidated regarding the best strategies to implement instruction that will include ELLs (Lueck, 2010). Research has provided a plethora of strategies for all students; however, the literature is lacking in descriptions of how to modify and adapt these strategies within the core curriculum to enhance language acquisition.

Sheltered Instruction

Hansen-Thomas (2008) was insistent the best practice of instruction for ELLs is sheltered instruction. Sheltered instruction provides academic language instruction within core content

instruction. The focus of sheltered instruction includes evidence-based strategies such as cooperative learning, heterogeneous grouping, a concentration on vocabulary content, and providing regularly planned hands-on activities in addition to teacher directed instruction specific to the content (Hansen-Thomas, 2008). One instructional model used to teach vocabulary is the Frayer Model. This model is research-based and employs direct instruction with a graphic organizer to assist with vocabulary instruction (Karjala, 2010).

With these instructional strategies, Bandura's theory is implemented through peer modeling, observation, and student performance based on the needs of the students. McIntyre, Kyle, Cheng-Ting, Munoz, and Beldon (2010) connected ELL student achievement with the sheltered instructional model and professional development for teachers. It was observed and reported by general education teachers the necessity and key component for student academic success to implement the strategy of building background and facilitating instruction to reflect the students' cultural and daily life (McIntyre et al., 2010). The emphasis on cultural awareness has been implicated as early as the 1930s by Lev Vygotsky and the emergence of sociocultural theory in 1978 and 1987 (McIntyre et al., 2010). The sociocultural theory provided a basis indicating how cultural awareness is a component in which teaching and learning must occur for comprehension and understanding (McIntyre et al., 2010).

Differentiated Instruction

Differentiated instruction is a method used to implement instruction in the general classroom and is a primary component of instruction in the SIOP model (Herrera & Murry, 2005). Aldridge (2010) described the implementation of differentiated instruction as a matter of how content is taught rather than what content is being taught. The identification of tiered models of instruction is inclusive in the differentiated instructional model, addressing diverse

levels of students' academic understanding and ability (Aldridge, 2010).

In Maslow's Hierarchy of Needs theory, the mandate was manifested as the needs varied within the classroom so must the level of instruction was varied. Levels of differentiated instruction are guided by the specific needs evidenced by the individual student's behavior, knowledge, self-efficacy, and motivation (Aldridge, 2010). Aldridge specifically mentioned two models of tiered differentiated instruction: Self-Regulated Strategies Development (SRSD) and Positive Behavior Support (PBS) programs (Aldridge, 2010). Because differentiation is a need within all classrooms, and particularly vital in the general education classroom with culturally diverse students, educators have responded by accommodating instruction based on individual learning styles, needs, and levels of achievement as well as interests through the differentiated models (Tomlinson, 2005). The importance of the general education classroom teacher implementing instructional strategies for all students is depicted by Angela Walker in "Valuing Differentiated Instruction," (2007), emphasizing the choice given the teacher in creating effective practice within the classroom as vital for differentiated instruction.

Cooperative Learning

One instructional model in which teachers may implement differentiated instruction is through the use of cooperative learning. Cooperative learning is defined as learning elements in which individual students are held accountable for structured independent work and cooperation with peers for learning achievement which encourages group participation (Allen, 2006). John Slavin designed a group investigation cooperative learning model of six stages for high school French classes, but it can be adapted for other language classes (Allen, 2006). The cooperative learning model requires individual accountability as well as interpersonal skills with others to investigate through higher-order thinking motivational actions (Allen, 2006). The use of small

groups to provide instruction is intended to maximize the individual learning in conjunction with group interaction (Johnson & Johnson, 2005). Cooperative learning allows students to not only learn material but to synthesize and discuss the material, reflecting on what they have learned (Kagan & Kagan, 2009). Through cooperative learning, peer modeling supports students learning because of English proficient peer models (Varela, 2010). This modeling component is demonstrative of Bandura's Social Cognitive Theory.

As cooperative learning within the construct of the classroom employs instruction based on the needs and academic abilities within the zone of proximal learning, differentiated instruction will be evident. Thurlow et al. (2004) emphasized that in order to appropriately assess and provide the best instructional strategies, professional development in cooperative learning should be provided. According to Watnick & Sacks (2002), the teacher should identify student learning styles for more focused instruction, therefore exemplifying knowledge of strategies best used to enhance instruction for particular needs and while engaging the students. Self-awareness and knowledge of student cultural background and abilities will foster a relational component to instruct.

Cooperative learning develops the relationship between teacher and student, as well as student to student. Cooperative learning requires input and direction from the teacher (Kagan & Kagan, 2009). The relationship between the teacher and student provides a unique component to the instructional level provided for ELL students. The interpersonal relationships and social contexts provide an image of how the student engages, participates, and cooperates in the learning process (Rueda & Windmueller, 2006). A supportive classroom environment is characterized by positive and collaborative interactions and relationships among students, peers, and teachers (LeClair, 2009). The teacher is the key factor in creating a classroom environment

conducive to positive and collaborative interactions (Crockett, 2010). These interactions have an impact on the ELL on all levels of learning. The process of second language acquisition is complicated by various factors including the socioeconomic environment, proficient acquisition of the native language, and as well as perceptions of one's self of how others perceive them (Klingner et al., 2006).

The ELL's self-efficacy, self-determination and behavioral self-control affect the levels of learning (LeClair, 2009). To assist students in self-efficacy it is suggested the student participate in activities such as goal setting, oral language practice and prompts with peers and teachers, written reflections, portfolios and contracts (Desautel, 2009). LeClair (2009) also emphasized the importance of self-regulation and the aspects of the classroom environment. The teacher is the facilitator of these methods. The teacher provides the security and modeling, demonstrating how these models occur but also allowing appropriate time for the ELL students to participate successfully. Positive peer role models assist with developing language skills and build self-esteem (Watnick & Sacks, 2006). Verbal interaction and visual aids assist the instruction (Sato & Burge-Hall, 2010). Rueda & Windmueller (2006) suggested a focus on external behaviors through applied behavior analysis interventions. It is noted the teacher expectations and attitude when working with students pervades the relationship and establishes the classroom environment. Recognizing the importance of the native culture can assist the teacher in providing a multicultural acceptance in the classroom. Incorporating the home culture and language in assignments is one way the teacher can do this (LeClair, 2009). This can have a great impact on the ELL student's self-efficacy, participation, and success. An understanding of the culture with a willingness to support ELL disability friendly policies is necessary (Watnick & Sacks, 2006). A heterogeneous environment produces greater academic and social experiences

(Watnick & Sacks, 2006).

Inclusion Model

The classroom teacher is responsible for providing a learning environment to create a positive space in which students can learn (Slavin, 2006). The classroom environment is comprised of six elements that have a profound impact on student learning (Smith, Polloway, Patton, & Dowdy, 2004). The models the district and school adopt to assist instruction will greatly affect the atmosphere in the classroom. Some districts adopt the inclusion model, recognizing the possibility of overcrowded classrooms (Watnick & Sacks, 2006). Researchers indicated that an inclusive model should implement instruction with age-appropriate curricula but at the appropriate levels of instruction (Watnick & Sacks, 2006). Many times, because of a variance of student abilities, the availability of age-appropriate curricula is unsatisfactory. Support services can assist providing the instruction but limited curricula are available. Other districts provide ESL pull-out services for students that function at a lower level of English proficiency (Watnick & Sacks, 2006). Push-in instructional models are considered to adhere to a least restrictive environment and allow students to receive general education content instruction within the classroom confines (Ganin, 2005). Two other models research has indicated are implemented are Modified English immersion, where a primary support is offered within the classroom, and Bilingual classrooms, where the native language and English are both used for instruction (Rueda & Windmueller, 2006). Besides the inclusive model and pull-out services, Watnick & Sacks (2006) also suggested collaborative teaching. This collaborative teaching would be subject to support teachers and classroom teachers planning cohesive lessons to implement instruction based on students' needs.

Professional Development

For the general education instructor to provide instructional strategies suitable to the diverse needs, professional development is necessary. Teacher programs lack training for multicultural and English for Speakers of Other Languages (ESOL) situations in the classroom (Ballantyne, Sanderman, & Levy, 2008). With the United States student populations' constantly changing to appropriately address student learning needs, these programs may need to adjust their policies. Because of the lack of training as well as the lack of appropriate materials, the necessity to improvise and create materials is demanded by teachers in providing instruction for ELL students. Mueller, Singer and Carranza (2006) reported 63% of teachers are underprepared to effectively work with ELL students. Watnick & Sacks (2006) suggested professional development also be provided for ESOL strategies. It has been recognized few ELL students make great gains, but show declining performance in special education (Sullivan, 2011). This indicates the necessity to illuminate the issue by providing training to all teachers, particularly general education teachers. As discussed previously, the majority of the ELL student's day is spent in the general education classroom. An understanding of the culture with a willingness to support ELL 'disability friendly' policies must occur in the general classroom theoretical framework (Watnick & Sacks, 2006). The general education classroom teacher many times struggles to differentiate between the ELL student struggling with language acquisition or struggling with literacy acquisition (Klingner et al., 2006).

Summary

The responsibility to instruct ELLs relies on the classroom teacher to create an environment, based on knowledge of one's own culture, the students' cultures, learning styles and abilities. The ability to identify the needs, cultures, learning styles, academic abilities relies

on the general education teacher with support from the educational system (Walker, 2007). The general education elementary teacher is in need of educational experience, professional development, and educational training to identify and address diverse backgrounds, to differentiate instruction, to provide learning opportunities, and to communicate with students' parents regarding the learning development of their children (Apthorp et al., 2012). Limited research is available to address the needs of additional resources for general education elementary teachers to instruct ELLs. However, a gap exists in the literature of resources for the general education elementary teacher to utilize with embedded language acquisition and social content, yet federal regulations require accountability of effectiveness based on common criteria in the near future (Zehr, 2012).

The knowledge of addressing instruction based on individual needs is necessary to provide the instructional opportunities best for the student based on Maslow's Hierarchy of Needs theory. The conscientious teacher will plan, prepare, and be ready to modify and adapt those plans appropriately, based on the needs of the students, including lessons that provide modeling and communication support for the students (Crockett, 2010). Lesson planning will be based with integration of linguistic needs (Piper, 2010). But with that planning, the general education classroom teacher will need to recognize the individual needs to provide and implement instructional strategies as needed (support). Literature, though improving, continues to be inadequate of professional development specific for general education teachers with ELL students. With this responsibility the question should be asked if pre-service and continual professional development is necessary to assist general education teachers in providing the differentiated instruction necessary to meet the needs of ELL students (Tellez & Waxman, 2005).

The ELL population is increasingly evident of an influx of diverse needs represented not only content related but cultural awareness and acceptance. The instruction provided will draw upon the needs of students based on effective classroom management, student engagement, individual learning styles, and the Zone of Proximal Development (Huebner, 2010). Instructional practices and research indicate a need to continue studying instructional methods most effective specifically in general education classrooms and to provide professional development for the instructors (Batt, 2008). The need for instruction implemented through a variety of techniques to facilitate learning is needed (Hansen-Thomas, 2008). Further research is required to assist instructional support for ELLs struggling in the classroom (Klingner et al., 2006). Teachers need to understand the impact of diversity in instruction, to provide the necessary tools for all students to become successful learners (Brown, 2001).

Limited knowledge concerning instructional strategies facilitating education for ELL students in the classroom may exist. The theories and models depicted are not necessarily indicative of the instantaneous responses teachers use from day to day in the classroom. With limited strategies available, one could concur there must be instructional strategies the general education teacher can and does implement to facilitate educational experiences for ELLs. This provokes the question, “What instructional strategies do teachers use to facilitate learning for ELL students in the general education classroom?” The gap in the existing literature is indication for further study of how general education elementary teachers identify instructional strategies, methods, and models to use in the classroom to instruct ELLs and appropriately embed language acquisition into the general education classroom. This study seeks to identify the instructional strategies general education elementary teachers perceive to be most effective in instructing ELLs and the reasoning for implementing those practices.

CHAPTER THREE: METHODOLOGY

Introduction

General education classroom teachers are required to provide instruction on many levels for many students. This can become a daunting task unless the teacher can implement instructional strategies beneficial for all students. One subgroup within the general education classroom is the English Language Learner (ELL). The United States' subgroup population increases at a steady rate, becoming home to many people who do not speak English or have limited English language acquisition. This is evident in the classroom as well as the work place. General education classroom teachers must operate within the classroom according to the needs specific to the students enrolled. This includes providing alternative instructional methods and strategies that will best meet the educational needs of each student.

The purpose of this hermeneutic phenomenological study was to describe instructional strategies, methods, and models licensed general education elementary classroom teachers identified as effective for enhancing learning in core content areas for ELLs. Included in this chapter are the guiding questions in this project, the research design, the researcher's role, and the participants and setting of the study. The methods that were used to gather the data were questionnaires and interviews. The questionnaires were used to identify participants' educational and instructional backgrounds; the interviews collected the participants' perceptions of utilizing instructional strategies, methods, and models as events occurred. This chapter addresses the research design and the data analysis procedures, and the trustworthiness and ethical measures used to provide validity and reliability of this case study.

Research Questions

- 1. What instructional practices do general education elementary teachers use to enhance*

core content learning opportunities for ELLs' needs?

2. How do participants describe effectiveness of professional development and training programs addressing ELL issues? Professional development, teacher training, and student academic achievement has been linked to implementation of effective strategies within the classroom. However the comparison between the teachers with training and those who have not has not been identified (McIntyre, Kyle, Cheng-Ting, Munoz, & Beldon, 2010). When instructional models were partially implemented, research had shown the effectiveness was less supportive for ELL students (McIntyre et al., 2010). The research indicated collaboration, professional development and careful planning for implementation were good practices but not always necessary (McIntyre et al., 2010).

3. What criteria do teachers use to determine the most effective instructional practices for differentiating instruction for ELLs? Teachers must provide relevant, meaningful instruction that meets students' diverse learning needs (Linsmeier, 2011).

4. What criteria do participants use to determine assessment methods to monitor, evaluate, and guide effective instructional strategies, methods, and models to enhance learning for ELLs? The premise that effective instruction should benefit all students mandates general education elementary teachers to differentiate instruction based on the needs evident within the classroom. Teachers observe, assess, and identify the best practices of learning for individual students and design the instructional models to best match the method in which the students learn (Tobin & McInnes, 2008). For reading instruction these methods may include but are not constrained to flexible grouping, ongoing assessments, differentiated instruction, specific word or vocabulary study, literacy stations, coaching and modeling (Tobin & McInnes, 2008). These methods of instruction may be implemented across curriculum content as needed.

Research Design

This hermeneutic phenomenology was a study of general education elementary teachers' descriptions and perceptions of strategies, methods, and models used to instruct students including ELLs in core content curriculum integrating language acquisition, social and cultural, and academic needs within the classroom. Ary, Jacobs, Razavieh, and Sorensen (2006) have described phenomenology as an approach that describes and interprets the experience as described by the participants and centers around the participants' perceptions of the experience. By focusing on the perceptions of the participants, this phenomenological study hoped to identify the participants' reasoning for what is important to effectively benefit ELL's learning. Therefore, this project focused on addressing the question of what general education teachers perceived to be the most effective instructional strategies, methods, and models implemented as lived by the participating general education teachers, specifically for instructing ELL students. It was necessary for general education teachers to provide instructional strategies, methods, and models addressing needs of all students, including ELLs (Bogdan & Biklen, 2007). The data collected can provide optional value for general education classroom teachers to utilize in a diversified classroom and evidence for educational systems to provide professional development opportunities to enhance ELL instruction in the general education classroom.

Participants

In this study, I interviewed 14 general education elementary teachers to investigate how they described their use of instructional strategies, methods, models to enhance the learning of ELLs enrolled in their classrooms. According to Ary et al. (2006), normally 10 to 25 participants will be interviewed in a qualitative phenomenological study. The selection of participants was a convenience sampling. These participants did not have to be from the same

locations or facilities (Ary et al., 2006) and were contracted to teach in three of the district's 17 elementary schools. The district Research and Evaluation team determined that 11 of the 17 elementary schools had a notable ELL population, but did not have a dual language program. To identify these participants, the district Research and Evaluation team provided a list of teachers that fit within the parameters of this study. Fourteen teachers that consented were qualified for this study because they were general elementary education classroom teachers at the time this study began. Two teachers began a contract to teach English as a Second Language for the school year 2013 – 2014. This was the first year out of the elementary general education classroom for both of those teachers. Each of these two participants agreed to give their perceptions based on previous years of experience in the elementary general education classroom. All data collected was based on lived experience in the general elementary education classroom teachers. Dual language teachers were not included in this study due to a difference of instruction in a dual language program. Though licensed general education classroom teachers, three participants were also English for Speakers of Other Languages (ESOL) endorsed and one was bi-lingual. Identifying ESOL endorsements or bi-linguistic abilities may have helped identify strategies, methods and models utilized by participants who develop lessons based on minimal theoretical reasoning other than prior experience.

In general education classes, many teachers have not been ESOL endorsed or multi-lingual, yet have been required to provide educational value in all instruction for all students including those with little or no English language acquisition. The sampling of a qualitative study has been generally composed of a small number of participants and purposeful for insight (Ary et al., 2006). The sampling size for this study did allow for variance in instructional teaching styles, number of years of experience teaching, grade level, ESOL endorsement, and

gender as perceptions were depicted in identifying teaching strategies, methods, and models based on students' needs.

Ethnicity and bi-lingual yielded minimal variance. One participant was biracial (one-half black, one-half white); all other participants were white/European/Caucasian. One participant was bilingual in English and German. English was the native language of all participants. Grade level provided variance in the convenience sampling also: three were Kindergarten teachers, four were first – second grade teachers, and six were third – fifth grade teachers. Three of the fourteen participants were male.

The classes were general education elementary classes with an inclusion setting. Because the focus was on the perceptions of the classroom teachers, the students were not considered participants in the study. A diverse ELL population was evident in classrooms identifying various academic and language acquisition abilities among the students according the participants' perceptions and assessments of the students. This study's interviews were limited to participants' reflections and perceptions of activities within their general education classrooms. Pseudonyms were assigned to each participant.

Setting

The public school district in which the study was conducted was located in a Central Plains state. The ELL population was comprised of 7.86% of the districts' total population reported in 2010-2011 (KSDE, 2012). This district provided ESL programs in three identified elementary schools and two dual-language school. Although various languages are represented in the ELL population, this local district's dual language programs are implemented in Spanish and English. The district has not reported the percentages of specific native language represented by ELLs. Two nearby state universities had partnered with the school district to

provide professional development for practicing teachers to attain ESOL endorsements. This district was chosen because of the central location in the United States and the comparable ELL population to other Central Plains and Midwestern states.

Although specific schools were identified as schools that provided ESL programs, the ELL population was evident in general education classrooms in many buildings. The three school(s) in which this study occurred provided ESL pull-out and push-in services. Pull-out instruction in this school district implemented specific language acquisition goals, and was suggested to be based on grade level standards (KSDE, 2012). The push in model has been described as a model providing the least restrictive environment and has been effective because it provides the student(s) with application instruction in the generalized content (Ganin, 2005). Personal communication with local school leadership indicated the ESL teachers servicing the pull-out or push-in instruction were encouraged to be familiar with the state standards and to follow the grade level curriculum guides for lesson planning (Personal communication, June 8, 2012). ESL services provided language acquisition instruction based on ESL state standards, including vocabulary in core content areas. However, the ESL standards required little provision for instruction in specific grade levels for problem solving, critical reading strategies for comprehension, and computation (KSDE, 2011). The instruction the general education elementary teachers provided ELLs were expected to consist of the whole scope including problem solving, computation strategies, and reading and comprehension strategies with little identified assistance through language acquisition programs.

The interviews occurred during the late summer months and fall of 2013 and focused on general education elementary classroom teachers' reflections and perceptions of lived experiences occurring in the general education elementary classroom. For this study, the

participants' class enrollment included ELLs in the general education class. Only teachers with class enrollment including an ELL population were invited to participate to ensure equitable ELL student representation with diverse needs. The ELL population in each classroom was determined by the year's official district enrollment data.

Data Collection Procedures

Application for IRB approval to conduct this study (Appendix A) was submitted. Upon IRB approval the application for approval with the Central Plains school district and the administrator of the school (Appendix B) was submitted. The informed consent form (Appendix C) was completed in accordance with the IRB approval. A required district form requesting permission to complete this study in was completed and accepted. The Research and Evaluation team used the School district's data of schools with an ELL population with language acquisition needs as identified through the Kansas English Language Proficiency Assessment (KELPA) and the Individuals with Disabilities Education Act (IDEA) Proficiency Test (IPT) to identify the classrooms of which eligible teachers would qualify for the study.

With IRB approval to conduct this study, I cooperated with the District Research and Evaluation team and was electronically mailed a list of school principals I was allowed to contact for permission to contact teachers that fit the limitations for this study. Requests for the identified ESL school principals' approval to contact and request general education elementary teachers to volunteer were sent by electronic letter providing a brief explanation of the study.

Upon the administrators replied permission to contact the teachers, I then submitted the list of principals that agreed to the Kansas school district Research and evaluation team. In turn, they provided names and electronic mail addresses of teachers to contact, based on the criteria of participants for the study. I then sent a request to participate in the study via electronic mail to

each teacher that was on the list provided by the district Research and Evaluation team. With each letter an explanation of the study and the consent form was attached. The teachers were invited to reply via electronic mail or hard copy to me. Fourteen teachers replied with the completed consent form to participate. As each participant returned the consent form they were assigned a pseudonym to accommodate anonymity. The questionnaires and pre-interview questions were sent electronically and interviews scheduled either in person or via electronic mail.

Interviews of participants were conducted with the purpose to document the participants' reflections of the lived experience and how each participant perceived the benefit of the instructional strategies, methods, and models used during the lived experience. The interview addressed each participant's prior educational training and knowledge of instructional strategies, methods, and models for ELL students and identified teacher awareness to differentiate and implement instruction according to individual students' needs identified as best practices for learning (Nabors & Edwards, 2011). Interviews were scheduled and were conducted for a period of 40 to 120 minutes. Once the transcript was completed, I submitted a copy to the participant through electronic mail or as a hard copy to the participant as a member check. Transcripts were edited and approved by the participants for accuracy. Participants replied with agreement of accuracy via electronically or hand delivered a hard copy.

Researcher's Role

As a K-6 general education teacher, I am licensed in the Central Plains state in which the project was conducted. Nine years of teaching practice occurred in a private Christian setting with limited multicultural variance. The subsequent nine years of teaching practice occurred in the plains inner-city public school district. This experience included five out of nine years

teaching in multi-grade inclusion settings with special education students and ELLs; teaching the first year as a math/reading support teacher, and the last three years teaching a single grade with the inclusion model. I have experienced a lack of resources for general education elementary teachers to instruct ELL students in language acquisition and social content, realizing these components should be embedded in the core instruction.

Without ESOL endorsement, general education elementary teachers have often felt inadequate in providing appropriate instruction to the ELLs because of the teacher's inability or limitations to communicate with the ELLs, as well as with his/her parents. I began learning to implement strategies from other resources not specifically designed for ELL students, but recognized a need for resources specifically designed to instruct ELLs, to be made available to general education teachers. This need has been growing with the influx of the ELL population being immersed or included in elementary general education classrooms. Although general education elementary teachers have been creative in lesson planning and implementation, the needs of ELL students have presented educational instruction beyond the general education core content. With this dilemma, I perceived a great need to provide general educational elementary teachers tools to address the needs of ELL students within the general education classroom.

I contacted the Central Plains school district's Research and Evaluation team, for permission to conduct this study. Communication with this team assisted me in identifying the schools administrators to contact and then the general education teachers to contact. I conducted and audio recorded interviews and transcribed the interviews. Participants' reflections and perspectives were amended according to participants' reviews for accuracy. I gathered the data, creating a table of research questions, interview questions/probing questions, and participant answers. I coded the data to identify similarities and differences among the participants'

instructional strategies, methods and models in working with the ELLs in their general education classrooms. An analysis of the data collected and documented reflections was written as a description of the meaning of the experiences (Ary et al., 2006).

Data Collection

Questionnaires

Data was collected from a structured closed questionnaire adapted from Charlotte L Pass' (2007) doctoral study, *Effective strategies of exemplary secondary English/language arts teachers' instruction of English Language Learners*. This questionnaire was sent electronically to participants to identify educational training, professional development, and linguistic and cultural backgrounds (Appendix D). This information and data was hoped to assist in recognizing the participants' reasoning for choices of instructional strategies, methods, and models during lived experiences in the classroom. The questions were designed to target the teacher's awareness of the academic, cultural, social, and language diversity evident in the classroom and how the awareness affected how they implemented the instructional strategies.

Interviews

The interview questions were semi-structured open-ended questions and the interviews were prescheduled at the beginning of the study (Appendix E). With permission, I compiled and adapted these questions from instruments used in four different studies (Heineke, 2009; Lundien, 2009; Rodriguez Moux, 2010; Pass, 2007). Participants were asked to bring the pre-interview sheet with them to the interview. Two of the fourteen participants had completed the pre-interview questions prior to the interview while twelve of the participants felt their perceptions were based more on lived experience than any particular lesson. The interviews ranged in length from a minimum of 40 to 120 minutes. One interview was interrupted and the participant needed

to reschedule and was conducted at a later date. Another interview had to be postponed and was rescheduled and conducted at the participant's convenience.

The interview addressed the research questions 1 thru 4, specifically seeking information regarding educational training and professional development each participant had received prior to this study and perceptions of instructional strategies, methods, and models they recognized necessary for ELLs instruction. According to Stake (1995) the primary purpose of interviews is to obtain participants' perceptions and descriptions. The interview questions were semi-structured, allowing teachers to expound on the reasoning and implications of the instructional strategies used during the study. Each participant was given opportunity to voice instructional strategies, methods, and models needed to assist learning in the classroom for ELLs and the participant's perception of effectiveness of each. The participants were encouraged to identify methods of instruction believed to be prevalent in their classrooms with all students including ELLs. The participants were asked to provide opinions of what methods of assessment and guidance each used to determine what strategies, methods, and models were believed to be utilized in instruction.

With participant consent, twelve interviews were audio recorded with a Sony ICDPX312 digital voice recorder purchased for this study. Because of technical difficulty, two of the interviews were not audio recorded. However, detailed notes were scribed and then transcribed into document formatting. Recorded interviews were transcribed after the interview of participants reflections on instructional practices the cognitive, linguistic and academic components empower how the strategies, methods, and models are determined (Linsmeier, 2011). A copy of each participant's transcribed interview was sent to the participant for review. I requested the participant contact me if there were any comments or if there were any questions

regarding the transcripts. Two participants agreed to the accuracy but noted additional comments for clarity. Revisions of those two transcripts were completed and returned to the appropriate participant. Those two participants replied with agreement to the requested added comments. Thirteen participants replied with agreement to the accuracy of the transcriptions for member checks. I did not receive any comments or questions from the other participant. With the review and agreement for accuracy of each participant as member checks, crisis of representation has been averted (Freeman, deMarrais, Preissle, Roulston, & St. Pierre, 2007).

Data Analysis Procedures

Data was gathered from the school district Research and Evaluation department prior to the study to identify the ELL student populations in the elementary schools and classrooms. Though KELPA and IPT test scores of students were not provided for me, the district Research and Evaluation team used this information to provide me with the list of teachers that met the parameters of this study. This data was used to identify the ELLs population in the classrooms of the teachers participating in this study. The students were not the participants, but the general education elementary teachers participating in this study had similar ELL populations in their classes identified as Non-English Speaker (NES), Limited English Proficient 1 (LEP1), LEP2, or Fluent English Speaker (FES).

Coded data and direct interpretation, according to Robert Stake (1995), are necessary to provide clear understanding. Using the constant comparative method, I reviewed the transcripts of the interviews looking for emerging patterns and from them identified categories within among the data (Bogdan & Biklen, 2007). As information was collected, the data was categorized and recorded in a table (Appendix F). Following each interview, the activity and event of the interview were reconstructed and documented, then submitted to the participant to

review for accuracy (Stake, 1995). Participants responded either electronically or with a hard copy agreeing to the accuracy of the transcripts.

As data from questionnaires and interviews were collected, the information was categorized and coded according to a comparative method. A comparative study compares and contrast two or more samplings (Bodgan & Biklen, 2007). The comparative component of this study involved the comparing of a convenience sample of licensed general education elementary teachers and the perspectives of determining effective strategies, methods, and models for ELLs.

Initial coding was determined by motivational patterns for teacher's choice of strategies, methods, and models, behavior patterns, words and phrases used during instruction, and situations that occurred regularly. I utilized a constant comparative analysis method to form meaning and develop new categories. These patterns guided the development of initial categories. My coding method was using a coding table.

After experimenting with several approaches, I found this method the most plausible for my work. I anchored the coding to the research question by creating an organizational table and coding individual pieces of the transcripts under the categories of strategies, methods, and models. I went back through individual transcripts and copied and pasted statements placing them in the organizational table or tallying similar statements made previously by other participants. As I was doing this, I noticed other underlying patterns begin to emerge (Ary et al., 2006). Once the categorizing and coding table and the analysis table of the participants responses was completed, copies of the transcripts and the tables were submitted to Patricia Stoudt, Ed.D. and Melinda Bingham, MSW, for peer review checks of the identified categories of strategies, methods, and models. Dr. Stoudt and Mrs. Bingham reviewed and identified the categories and codes as identified in the transcripts, to avoid any crisis of inaccurate data.

Trustworthiness

Yin (2009) suggested following a protocol of three principles: (a) use more than one source of evidence, (b) create a format in which data will be stored, and (c) identify evidence as the study progresses. The multiple sources of evidence used to gather data were questionnaires and interviews. As the study progressed, the data collected was stored electronically, with no identifying information to maintain confidentiality. Creditability of this study was established by using rich information gathered based on the researcher's analytical reasoning abilities (Bogdan & Biklen, 2007). To demonstrate accurate descriptors of each participant's reflections and perceptions during the interview, each participant was provided a copy of the transcribed interview for review and agreement to accuracy as member checks (Ary et al., 2006).

The categories were identified as data is collected. The constant comparative of categories and coding was recorded. Peer review, by Dr. Patricia Stoudt and Melinda Bingham assisted in establishing validity and reliability of categories and coding. Participants were invited, as member checks were also used to audit statements of interviews, establishing credibility and trustworthiness (Stake, 1995). Dr. Stoudt and Melinda Bingham also spot-checked transcripts to avoid a crisis of inaccuracies. The member checks of the transcripts, the peer reviews of the categories and codings, and spot-checks as member checks provided a triangulation increasing trustworthiness. Transferability of data can be plausible.

Ethical Issues

The intent of this hermeneutic phenomenological project was to provide information to general education elementary classroom teachers of lived experiences and teacher perspectives about practices of instructional strategies specifically for ELLs. This project was not to determine the quality of the instructional strategies, but to provide the district, the state, and the

nation strategies currently being implemented in classrooms and how the participants perceived the effectiveness of said strategies, methods, and models. This project was conducted using pseudonyms for the participating teachers, students, and school district for confidentiality. The records were compiled and stored electronically with password protection, and will be accessible to the researcher, the chair, committee members, and research consultant.

In this chapter I presented the review of the methodology. In the next chapter the results of the collected data are presented.

CHAPTER FOUR: FINDINGS

This chapter presents the findings for the research study to identify perceptions of general education classroom teachers in addressing the strategies, methods, and models used when teaching all students, particularly the English Language Learner (ELL) in general content areas. The purpose of this hermeneutic phenomenological study was to describe the perceptions of general education elementary teachers' and to identify effective strategies, methods, and models of instruction implemented when faced with the challenge of effectively teaching core content areas to all students including ELLs. Four guiding questions, as described in Chapter One, are sequentially addressed in this chapter. This chapter discusses the following: strategies, methods, and models used by the general education teachers; the participants' perceptions of teacher preparation and professional development for the purpose of teaching in the general education classroom which includes ELLs; and the perceptions of the reasoning behind using those particular modes of instruction will be reported. Finally, the perceptions of the elementary general education teacher and the methods of assessments used to drive instruction are conveyed.

Research Question 1

What instructional practices do general education elementary teachers use to enhance core content learning opportunities for ELLs' needs? Participants described practices that were content-based and related to core curriculum in the general education elementary classroom. The interview and correlating questions gleaned a general collection of strategies, methods, and models utilized throughout all content-based areas (Appendix E). Emerging patterns became apparent throughout the collection procedure. The strategies, methods, and models became intertwined and somewhat transitional as participants described the instructional practices. For the sake of clarity, the strategies, methods, and models were better identified as instructional

practices and were categorized based on participants' descriptions and documented in a table (see Appendix G). The Research Question 1, interview questions and probing questions were documented with participants' responses (see Appendix H).

Participants began the interviews with hesitancy. Explaining that they felt unsure if the instructional practices used actually addressed the needs of ELLs, the participants opened up and shared everyday experiences in their classrooms. As they shared, patterns of instruction emerged demonstrating learning for all students, particularly ELLs. Beth put it like this:

I've always felt like the population we have, even kids who are technically not ELL, will benefit from some of those strategies because they don't have the background knowledge; they don't have the vocabulary; they don't have the language skills. So, I think some of the things I use that are probably meant for ELL kids work well for all of my kids.

Beth explained that her school has a population with low socio-economic status and many of the students do not get life experiences outside the home, in the neighborhood, or at school. George, stated, "To be honest? I do not really do that much. I kind of just treat them like everyone else because I have so many low kids anyway." In fact, teachers admitted a lack of attentiveness to ELL students. Ingrid timidly stated, "I really didn't do anything different because I didn't know any better and the only kids that I had, spoke English." The emerging factor throughout each interview demonstrated, though participants were unsure of the effectiveness of instructional practices, that they felt they were seeing results of learning, even if minimal. The variance between primary grades and intermediate grades yielded identifiable differences in the participants' perceptions of effectiveness of professional development, the effectiveness of strategies, methods, and models, and the effectiveness of assessments (see Table 1).

Table 1

Participant Information

Participant Pseudonym	Participant Age	Prior Experience Teaching ELLs	Years of Teaching Experience	Grade Level	Bilingual	Gender
Ann	46 - 50	yes	0-3 yrs.	1st-2nd	no	F
Beth	36 - 40	yes	11 yrs. plus	K	no	F
Candace	36 - 40	yes	11 yrs. plus	3rd - 5th	no	F
Della	56 or older	yes	11 yrs. plus	1st-2nd	no	F
Emily	26 - 30	yes	6 - 10 yrs.	1st-2nd	no	F
Fran	26 - 30	yes	6 - 10 yrs.	3rd - 5th	no	F
George	26 - 30	yes	0 - 5 yrs.	3rd - 5th	yes	M
Heather	31 - 35	yes	11 yrs. plus	3rd - 5th	no	F
Ingrid	26 - 30	yes	6 - 10 yrs.	1st-2nd	no	F
Jenna	51 - 55	1 year	11 yrs. plus	K	no	F
Karla	46 - 50	yes	11 yrs. plus	3rd - 5th	no	F
Lisa	31 - 35	yes	11 yrs. plus	K	no	F
Max	26 - 30	yes	6 - 10 yrs.	3rd - 5th	no	M
Nicholas	31 - 35	yes	0 - 5 yrs.	3rd - 5th	no	M

Vocabulary Building

Although participants shared their feelings of inadequacy in specifically meeting ELLs' needs, they also demonstrated ingenuity and determination to do what they could to ensure all their students learned. This occurred as participants began to list the instructional practices they used to better assist students in the learning process. For example, Ann began with the

importance in vocabulary building which is one of the primary things a teacher needs to focus on for ELLs. Ann explained that she helped students make connections through pictures, or even “non-pictures.” Ann defined *non-pictures* as pictures that the word was not. For example, if the word was *dog*, she would show pictures of cats, or other animals. Then she would show what was meant by the word *dog* by showing pictures of different breeds of dogs. Ann felt that providing both pictures and non-pictures assisted with more in-depth vocabulary building. Della mentioned that using another vocabulary building strategy was the use of *concept murals*. Concept murals were roughly sketched pictures modeled by the teacher and often mimicked by students. The pictures were key words to remind the students the definition of the word. For example, a stick figure standing on four legs with a voice bubble saying “Ruff, ruff” would be a concept mural to help the student recognize the word dog. Candace discussed how she placed labels of items around the room and had word walls. Ann discussed using scaffolding to build vocabulary and help students connect. “Scaffolding, peer scaffolding, benefits everyone, not just my language learners.”

One particular model many participants identified was the Frayer Model. Fran explained when using the Frayer Model for vocabulary she would first model the skill and activities required, and then assign the student to complete work on a page she had created from her example. Fran stated she only used the Frayer Model for vocabulary building but surmised it could work in other content areas with other skills.

Vocabulary building is one of the primary things a teacher needs to focus on for ELLs. Nicholas described creating pictures and having students create the pictures. Other participants described using the internet to find pictures and using the promethean board to display those pictures. One emerging factor in this may not have been so much the overall teaching of

vocabulary specifically for ELLs, but more so, for finding the right methods to help those students connect the word and the picture correctly many times through non-standard ways.

Participants also mentioned the importance of not only using pictures, but using concrete objects that the students could touch and feel, like manipulatives and books. Emily talked about the importance of student connection, "...they literally don't have anything to base their original learning on. So you're starting in English from scratch and only have a few Spanish verbal words to connect to so it makes their learning a lot more difficult." The participants' descriptions concurred in that whatever strategies, methods, and models they did use, the students, the ELLs, had to be able to connect with the visual and concrete objects used in a personal way.

Teacher Modeling

One of the most prevalent instructional practices mentioned by the participants was teacher modeling. One form of this teacher modeling was called *I do, we do, you do*. The participants' descriptions of teacher modeling entailed the teacher first modeling the skill or activity, the whole or small group following the example and doing, and then students individually or with partners doing the skill or activity. Max said, "I like to stop and think out loud when I'm reading to the class....like questions that come in my head." Max described this technique to be especially helpful in teaching students to comprehend and think about what they are reading. Emily provided an example of when she used *I do, we do, you do*. "Sometimes it would be something I model at the beginning of the year, then together with lots of practice before I would turn it over to them." Emily implied this type of modeling would be used for expectations and procedures, but also would be used in academic skills and concepts. Other participants indicated the use of teacher modeling within a shorter time frame and for academic

skills and concepts. Nicholas shared, “I demonstrate the skill, we practice it together in whole class instruction, and then I have the activity again for Literacy or Math stations.”

Participants reiterated the initial modeling was done by the teacher, but sometimes any of the parts would be completed with peers, particularly the assigned peers with ELLs or general education students needing support with the task. As participants identified again the need for peer assistance, it was recognized that multiple labels were used to describe the function of the assistive peers. These labels were peer models, peer tutors, and shoulder buddies.

Peer Assistance

The participants emphasized that selecting the right partners or peers to assist the ELL is really important. Nicholas reported, “When I taught a combination class, I also had (a student) who did not speak English.” He shared that it took a year for the student to be comfortable to ask to use the restroom. He then assigned a peer or shoulder partner to sit next to the ELL and to assist with translating. “They were a great partnership. You want a peer that is caring and willing to help and able to teach them correctly.” Nicholas said he would specifically look for peers who were academically successful or at least had a stronger academic ability than the ELL. Other participants agreed with the importance of the peer to be higher academically, but if possible to have the same native language as the partner needing help.

Teacher observation and discretion appeared to be the method in which participants would assess the appropriateness of assigning peers. Fran indicated the need for students to be engaged and participating. She stated it was important to allow the students to verbalize their thoughts and the processing of what they understood with their peers. This type of engagement was implemented in whole group and small groups and through an instructional practice called cooperative learning.

Cooperative Learning

One of the first models mentioned by Della was the use of Kagan Cooperative Learning (Kagan & Kagan, 2009). Della referred to Kagan structures as strategies that allowed peer modeling; students to be actively engaged. “Kagan helps students to be more engaged; more talking in the classroom; good modeling with encouragement to talk, even the quiet ones. I like Kagan because it keeps their attention when they are able to talk.” Although George reported he really did not like Kagan, he did use peer talk or shoulder partner talk to encourage academic conversations. All 14 participants reported the use of Kagan structures on a regular basis in whole group, small group, and partner work though some participants described the use of only a few structures (see Figure 1).

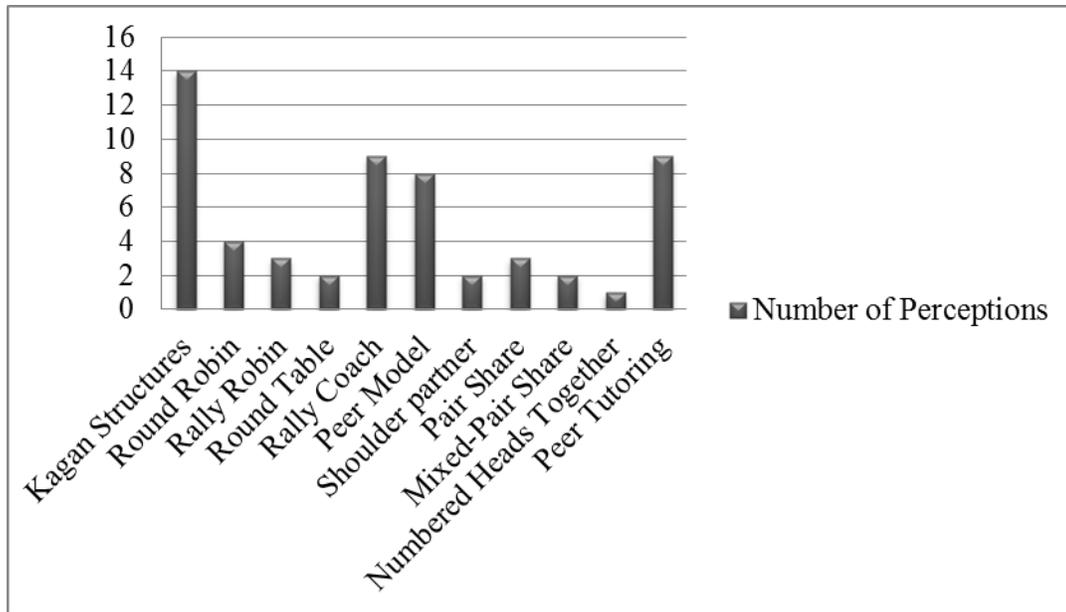


Figure 1. Kagan structures used by participants.

As participants discussed the importance of cooperative learning groups, emphasis was also put on the importance of how they were created. According to the participants, the groups are most successful when the students are placed based on abilities. The participants reported the use of cooperative learning intertwined with peer modeling especially when working with Non-English speakers (NES). Most participants reported making sure the cooperative learning groups were comprised of mixed abilities. Several participants shared that their efforts were hampered by rigidity of the schedule and pressure to create same-ability cooperative learning groups for literature and math stations. However, Ingrid felt same-ability groups were needed to provide effective instruction in her guided groups, and therefore her literacy and math stations also needed to be same-ability groupings. Ingrid stated:

I group my small groups off their reading scores (general education testing) whether or not they are ELL. Whatever their scores are, and if they fall into the category; they need the same skills as the non-ELLs then they go in a group together.

Ingrid said that another component to forming groups was the scheduling for pull-out and push-in groups including ESL, reading or math intervention, and Special Education services which occurred simultaneously with the guided groups and stations that were happening in her classroom. Ingrid was not the only participant who said that the scheduling of support services limited the flexibility of how the cooperative learning groups were created, although participants reported mixed feelings of the effects. There were a number of comments regarding the frustration levels participants experienced as they created groups based on abilities, particularly because not one classroom had the same percentage of diversity in abilities and needs of students.

Participants listed multiple reasons for creating cooperative learning groups, but were adamant about the need for the groups to be open to transition so students could move from group to group based on individual needs and abilities. Also, participants found the cooperative learning groups helpful, especially for reviewing content skills. Della discussed how excited she would be when one of the ELLs would be higher academically. She said, “If I have a student that is able to translate in their native language it helps (the student with lower abilities) to grasp the concepts more.”

Participants seemed to agree that cooperative learning groups are helpful when the students can communicate, but one participant questioned the value for those students who have difficulty communicating. One participant especially questioned the value for those students. Lisa conveyed that when she first began teaching ELLs she was frustrated because she did not have enough knowledge in Spanish. Recently she was assigned a student who was an ELL but was not from a Hispanic background, and there were no interpreters for the native language of that student. Lisa shared, “I can assign a peer to model by acting out what we are doing, but I

have no other way to communicate with this student and the student does not have any way to participate” in the cooperative learning groups. Lisa explained she refused to give up but struggled to know how to instruct this student. “I mean, I think the student actually might be low academically and even may be low with language skills but I have no way of really knowing.” The frustration was evident for Lisa as she said, “I really want to help this student, but at least when (the ELL can) speak Spanish I have some support.”

Other participants indicated that a large percentage of their ELL population was not Hispanic, yet they felt this was not a large concern since there were multiple students who spoke the same native language and could be intermingled in the cooperative learning groups. They also stated their ELLs had learned some English before they had moved to the United States, which was beneficial in communication. Participants recounted that the effectiveness of cooperative learning was confirmed in that students would be able to communicate with each other about the content. Max stated, when his NES student had difficulty understanding content instruction, he would have a folder ready and would give it to her to work at her level while the other students continued with their activities. He went on to say that the Kagan activities required students to communicate, regardless if they were implemented during whole group, small group, or stations. Max inferred that sometimes rather than use cooperative learning, he would choose to use technology to assist with instruction, especially for his NES students.

Technology

Technology as described by Max and other participants was instrumental in various forms of instructional practices. The Internet was used in locating visuals, pictures, and examples, as well as reading stations. When asked how the reading stations with technology worked, the teachers of primary grades referred to the use of an online collection of audio

eBooks called Tumblebooks™ (2014). Beth, Jenna, Lisa, and Emily described using Tumblebooks™ for whole class and independent student reading, primarily including the Spanish language also. Karla described the engagement of students to be better when the use of technology was included in instruction. She also stated the promethean boards did not only have to be used for whole group instruction but could also be used for small group instruction.

Although the Internet was a primary resource for many of the participants, other forms of technology were also discussed, particularly by participants who taught intermediate grades. One form of technology was described as Teacher Read-Alouds, which was defined as the teacher or audio technology reading text aloud to the student(s) while the student followed the text. Participants also mentioned assignment modification of instructional materials such as audio books, or computer programs for all students, including ELLs, in order to differentiate assignments and assessments. Beth, Emily, and Ann discussed the use of technology during Literature stations, where the students could listen to the text. Emily said, “The audio format would be a teacher modeling kind of thing so they could practice the reading skill.” For example, Max used computer programs focused on the learning strategy in math for students to practice the skill. When asked about the modifications and what other kinds of modification occurred, specifically for ELLs, participants stated the differentiated lessons were the way lessons were based on students’ needs.

Differentiated Instruction

The practice of differentiating lessons was determined necessary due to the academic and language acquisition of the classroom population. However, Candace indicated sometimes it was difficult because there were vast differences between the general education students and the ELLs. Even though she taught fifth grade, she had some students (ELL and general population)

who ranged from working on a first grade level, to those at a fifth grade level. By doing Kagan activities, Candace could differentiate the lessons for each group. She felt by doing this, ELLs would be more comfortable, yet the differentiated lessons would meet the needs of all students in that group. Candace stated she would like to do more cooperative learning, particularly Kagan activities, because it allows students to communicate more, but she felt behavior issues and time constraints limited how much she could do. On the other hand, Ann discussed how differentiating lessons in whole group and guided groups help address the students' needs better, but she couldn't always differentiate to the levels needed because of the large disparity even in the small groups. Candace and Ann both emphasized differentiated lessons were effective when the instruction was based on the needs of the students.

Participants agreed that what was best for students was instruction based on their needs, which is differentiated instruction. Ann declared, "I have learned I need to instruct the student, not the curriculum...It's difficult to differentiate the lessons when not only are there so many academic levels present, but also language differences, and then on top of it, behavior issues." Differentiation, as described by Heather, was to ensure students were being taught at the level in which they were learning. She continued by giving examples of the diversity of academic abilities not only with the ELLs but also within her general population, stating that sometimes ELLs are at a higher cognitive level of learning than the general population. Heather said, For guided reading groups, "I have to use (other resources) for books because the levels provided by the adopted curriculum for fifth grade are too high." Other participants also reported using books from the school bookroom (a collection of books the school has purchased, in order to instruct students at their level of cognitive abilities.

Participants indicated that students have to be engaged, so they must have instruction at

the level in which they will understand. Della described ELLs as having the need to feel more included and know that everybody is involved. When asked how she keeps them involved, she described an intertwining of Kagan cooperative learning with teacher modeling based on student leveled instruction. “The expectations are the same for everybody.” When asked to elaborate, she described how the expectations were learning targets but the instruction was implemented at the ability level of the student(s) based on those learning targets. For example, a learning target might be “to participate and be actively engaged.” The level of the book for one student may be a level C, but for another student the book he or she reads may be a level J. Both students would be expected to meet the learning target of participating (reading the book) and being actively engaged even though the task was at different levels. The learning targets are the same, but the instructional practice is differentiated.

Fran also discussed differentiating lessons. She said she would use actions to help students better identify the concept and remember it. One example was something she called *turn-around fact*. She said she would use it to help students remember the related subtraction fact to an addition fact. So the students would state $3 + 4 = 7$, then state $7 - 4 = 3$, and physically turn-around. She said it was just something to help them remember to turn it around. Nicholas also used actions to help students remember facts or concepts. Fran and Nicholas both said not all of the students needed this, but they would implement such strategies, to help those who did.

Other descriptions of differentiation dealt with language acquisition, primarily writing. Max said that he would adjust writing assignments, or even “scribe” for students to differentiate how they accomplished the task assigned. When asked to expound, Max described *scribe* as sitting with the student and writing what the student told Max he or she wanted to write. Nicholas, Max, George, and Heather would sometimes generate their own worksheets to help

students have extra practice. Nicholas indicated the need action for differentiation should not only be based on the students' needs but also based on their learning styles. When asked how that was done, he gave an example of math instruction and he provided various algorithms to solve a mathematical equation. He said that students learn differently so they would not be expected to master all of the algorithms but to find the algorithm they understood to solve the problem. Nicholas and Fran reported that the differentiation was not always planned but would sometimes happen based on what they observed during instruction. The lessons based on academic needs and learning styles of the students provided differentiation.

Classroom Environment

Participants discussed the importance of the classroom environment for all students, but particularly for ELLs. "You know, you have to realize these little ones just need to feel the sense of safety, comfort, and familiar surroundings," Jenna shared with concern as she talked about some of her students who come to school for the first time. "They need to feel safe and loved." Beth said that it was important for ELLs to have other ELLs in their class, but also to have non-ELLs. The make-up of the class according to the participants was important; this included teacher/student relationships, student/student relationships, and teacher/parent relationships. However, it also included the physical setting as well.

Classroom settings and the importance of having visuals for students to refer to during instruction was good practice according to the participants. Emily said she liked to have Visual Learning Walls and Charts for reference. She stated the students would be able to see them from their desks or tables and not be embarrassed. Some of these visual cues were also described to be in Spanish as well as English, and for the younger students, it was important to also have pictures the students could connect with. Jenna thought it was really important to know at least

some of the words in the ELLs native language to help make them feel more comfortable.

Research Question 2

How do participants describe effectiveness of professional development and training programs addressing ELL issues? Participants indicated that they had been influenced by several types of professional development and training programs. Programs including teacher training, special endorsements, district initiative professional development, building initiative professional development, and outside district professional development influenced the perceptions of the participants. These programs formed the basis of the participants' perceptions of the effectiveness of teacher training and professional development as well as their perceptions of what is needed to effectively teach ELLs in the elementary general education classroom. This section attempted to provide an answer to Research Question 2 by discussing themes that developed from those perceptions with the answers to the interview questions. Those themes can be organized into three categories: Teacher Education Programs, Professional Development, and Desired Professional Development (Appendix H).

Teacher Education Programs

Participants' perceptions about teacher education programs at colleges and universities they attended were basically positive. Thirteen of the fourteen participants attended universities located in the state; the other participant attended a private university in a different state. Perceptions of the quality of teacher preparation ranged from good to excellent for all but one participant. Nicholas felt the quality of teacher preparation in general left much to be desired. However, the participants unanimously agreed in regard to their preparation to teach ELLs in the general education classroom - there was little or no training provided in the general education track (Appendix H). When asked why they thought that was, the usual response was that the

teacher education program was designed for the general education classroom, and the university offered another track for an English for Speakers of Other Languages (ESOL) endorsement.

Fran said, “I feel like my college preparation was very good, but at the time I did not realize that ELL was something I was going to come across.” Candace, having taught for 11 or more years, remembered having ELLs during her first year of teaching. She said, “I did not know where to start.” Participants said it would have helped if they would have had one or two courses to show how some instructional practices could be modified to benefit ELL students. Fran said, “I am hoping (the colleges and universities) would have classes that would teach learning strategies that would benefit ELLs as well as any type of learner.” Ann remembered that she had training in several courses to teach students with special needs and questioned then why there were not courses to train teaching ELLs.

When asked if the teacher education programs should be altered in some way, all of the participants reported the programs must provide resources specific for ELL instruction in the general education track. George stated that he went to a well-known, highly respected university, but he had no idea he needed classes to help him. “I went to school with ELLs and I never realized how much was lacking because of the difficulty in acquiring academic language.” He went on to say that he would not have taken an ESOL education track because he wanted to be in the general education classroom. Fran described her teacher preparation work from a reputable institution known for excellent teaching, but stated she had no idea she would have students in her class who did not know English. Her first teaching assignment, six to ten years ago, was also in the district at a school with the inclusion model. Therefore her first year, she too had ELLs. All participants stated they felt it was important that the universities require at least one or two courses specific to teaching ELLs in the general education classroom in addition to

the requirements in the general education track.

Professional Development

For professional development, participants discussed several forums in which instructional practices were gleaned for their ELLs. These forums would include ESOL training, district and school wide professional development, and outside sources.

ESOL training. Opportunities for ESOL training were given to the district's teachers over the last ten years. Two nearby state universities offered ESOL programs, funded through grants for teachers employed by this district. Seven of the teachers began the ESOL program being offered, but only Candace, Emily, and Karla completed the program. Fran, one of the seven, began the program through the first grant. She said, "I did not finish the program because once I had started the classes and realized the content was nothing more than what I was already doing, I felt it was not worth my time." Fran said she had thought about taking the second track offered by the other university, but was so discouraged by the quality of the first, that she was fearful it would be a waste of time and energy. I asked Fran why she began the courses, and she told me she had realized she had no knowledge of how to teach her ELLs and she was hoping it would help. She stated, "I had no desire to leave the general education classroom, but felt the need to find better ways to serve the students."

When the same question was posed to the other six who participated in the ESOL endorsement track, none responded that they intended to leave the general education classroom. Candace, Emily, and Karla were the only participants who finished the ESOL program. Karla stated, "When the district hired me, they told me it was a requirement to take the ESOL courses for endorsement or I would not be able to continue teaching in the district." She reflected she had no remorse for taking the courses, but was not happy that other teachers were told the same

thing but did not take the courses and were still working for the district.”

Another opportunity for ESOL professional development was through the Migrant Academy. Migrant Academy is a professional development program through Kansas University for K-12 teachers with ELLs and is purposed to research-based instructional practices to ensure successful learning for ELLs (Kansas Migrant and ELL Academy, 2012). Ann and Karla attended the Migrant Academy, on separate occasions. Both reported that the information was valuable. Ann stated, “It gave me a greater understanding of the progression of language acquisition, where, you know, the cognates and the confusion can come in because (words or letters) might sound similar but they’re not.” She also said that the most valuable information she received was that it felt like it confirmed many things she was already doing. “Quite honestly, a lot of the adaptations (for) the ELLs kind of worked along the same lines as some of the Special Education (adaptations) like additional background knowledge building.”

District and school-wide professional development. Participants discussed the district and school-wide professional development they had attended and how it affected their instructional practices. One professional development forum the district provided was through the adopted Literature series Lead 21™, a K – 5th grades Literacy program (Wright Group, 2011). Although all general education classroom teachers were required to attend this training, only two stated they felt the training was helpful in teaching ELLs. When I asked why, they stated the professional development was focused on the general education students, not the ELLs.

The second district-wide forum was the professional development for the adopted math series, Everyday Mathematics® (2007), a comprehensive mathematical guide for K – 6th grades. Nicholas discussed the use of the Everyday Mathematics® enrichment sidebars in the teacher’s

manuals, claiming the use of them was sometimes beneficial when instructing ELLs. However, Nicholas was the only participant to mention this training, though he told me again, all general education classroom teachers attended these forums. He reported the district-level forums were divided by grade level and all the teachers for that grade level would attend that particular session at the set location. Nicholas also reported, though the sidebars were sometimes helpful, they did not always meet the needs of the students, nor was there enough time in the schedule to use some of them; therefore, he hardly used the sidebars during instruction. Again, the district level professional development was not focused on instruction for ELLs but rather for the general population and that grade level.

The third forum discussed by the participants was school-provided and presented by the ESL endorsed teachers in the building. The participants reported their ESOL endorsed (also the school's ESL teachers at the time) were requested to show the program adopted by the district's ESOL program and how the ESL teachers were using the program. Though the participants were thankful they could view the reading materials their students would be using in the ESL program, the majority of them declared the professional development was not helpful to them in their classrooms. Candace even stated she thought the materials would engage the students, but was concerned about how it did not align with the curriculum standards in the grade level reading she was responsible for with all her students, including the ELLs.

Another professional development provided by two of the schools represented in the study consisted of a representative from one of the local universities providing the ESOL endorsement program funded by the grant aforementioned, to discuss, according to Jenna, ways to support ELLs in the general education classroom. Jenna especially appreciated the information regarding hyphenated last names and the importance of pronouncing the students'

names correctly. Heather also acknowledged the information she learned from the university representative was helpful, but Heather could not remember any details.

One last school-wide professional development was mentioned by Beth. She said:

We got that Debbie Diller book before anybody else did, and we had training on how to do work stations; how to have kids working together in groups; cooperative learning stuff; and then just having people come out, (observed our teaching) and gave us suggestions.

Beth mentioned she gleaned good ideas from those experiences to take back to her class and implement with her students. The emerging pattern from the discussion regarding district level professional development was primarily one of disappointment when it came to offering help with serving the ELLs in the classrooms. The school-wide professional development activities were summed up to be somewhat profitable, but participants expressed desire for sessions that could be taken immediately back to their classrooms and not presented by their peers.

Outside Sources. One component that was forthcoming was that all participants desired training in order to provide effective instruction for ELLs in the general education classroom. However, participants were more positive regarding professional development they had received from outside sources than from within the district. Heather shared that the teachers from her school were required to attend professional development by a state educational representative, because the school had been placed on improvement and felt it beneficial. Beth and Emily discussed using the information gained from Reading First Grant and the professional development sessions they attended. Both women expressed that the information, though it was not necessarily intended for ELLs, was helpful. Beth said, “I think it was because we were given a lot of materials.” She went on to explain those materials included books for students as well as

resource books for teachers. “I requested books in Spanish and books in English for my students,” said Beth. She told me the teacher resource books were helpful because they provided instructional strategies to implement for learners at all levels.

Other outside forums were employed by two of participants and assisted with instructional practices particularly with ELLs. Karla talked about researching information to help her instructional practices and claimed many things she did was through personal study and research. Ann said she had been employed as a substitute in the district prior to her obtaining teaching certification and she was given opportunity to instruct ESL classes for a week. Ann said, “This opportunity provided insight to what is expected in teaching ELLs.” She explained she was surprised the district did not require a teaching certification or ESL endorsement for that substitute position. An informal training presented by a coworker who was fluent in Spanish, provided teaching of common phrases and terms in order to help teachers become more familiar with the Hispanic culture. Fran attended these sessions and was glad that she did. She said though the sessions did not provide her with instructional practices, they did provide her with knowledge that assisted her with communicating better with the students and families.

One final outside professional development opportunity that participants referred to was one of collaboration. Max in particular, discussed his first year in teaching. He said, “I had one ELL and she was NES, but I had no idea what to do.” He said that if it had not been for another grade level teacher and the NES’ sibling’s teacher, with whom he would use as resources, he would not have known what to do. Jenna also discussed relying on other teachers in her grade level to discuss instructional practices with in order to know what to do. The other participants discussed collaborating with other teachers and how it helps, but these two especially relied on other teachers to initially guide them.

The opinion of professional development provided by the district was unanimously reported as ineffective. Lisa and Ingrid each stated when their school first became chosen as a school providing ESL services, the teachers were told they would have ELLs on their rosters but they were given no professional development. “How can that be effective?” asked Lisa. The teachers had no idea what to do when all of a sudden the school year began and they had students who couldn’t speak English. The participants alluded to the fact professional development and training was needed in order for them to at least feel like they were instructing with the best practices.

Desired Professional Development

A unanimous cry for professional development that can be implemented immediately in the classroom was heard from all participants and was focused specifically on instruction for ELLs. George stated he has a desire for specific information regarding instructing ELLs in core content areas and ideas that would not require detailed preparation. He said, “It is hard enough to prepare everything that is required to instruct the general population, but when I need to do extra preparation, I feel overwhelmed.” Max wanted something he could take and immediately implement in his classroom. He said, “I would like something that I won’t have to spend a lot of time to prepare or think about.” Nicholas stated, “The in-services that are like two days before school starts do not give me enough time to process what is being said.” He stated that teachers should be allowed time to process the content. He said, “It is what we expect of our students.” All of the participants indicated the need for more time. Max also requested the professional development presentation be a half day, so the rest of the day teachers could collaborate and create the manipulatives, etc., that would be needed to actually implement what they had learned. Max and Ann requested professional development be focused on project-based learning,

including observational, anecdotal, and assessment techniques. Ingrid, Beth, Ann, Lisa, Nicholas, Jenna, and Fran stated they really do not know much about the ESL program and would like to have information about how the ESL program supports and is aligned with the general education goals and standards.

The request for more information about the ESL program was pertaining to the assessments used to identify the ELLs' level of language acquisition and also how well the ESL program and curriculum aligned with the general education curriculum. However, the only information any of the participants could share about what they knew about the assessments was that it was based on oral, written, and reading. Candace talked about how she knew the requirement to exit ESL services was to pass a level 4 test. She also stated that the Fluent English Speaker (FES) students in her class were academically higher than many of her general education population, causing her to believe that many of her general education population would not be able to pass the ESL level 4 assessments.

Candace was not the only participant questioning the effectiveness of the ESL assessments. Beth said, "I feel like the ESL teachers this year have gone above and beyond to assist with the general education expectations, but I know that they still have to meet the expectations of the ESL program too." Beth and Lisa acknowledged the added support they felt by the ESL teachers but realized that support was limited because the ESL focus had to be on language acquisition. Lisa said, "I do not understand why the expectations for general education and ESL could not be better aligned." All participants referred back to feeling unsure at times the ESL program was in the best interest of their students, especially when scheduling would remove them from the general education content instruction and the ESL program did not align with the standards and requirements for general education at that grade level. The desire to have

more information about the ESL program appeared to be more inquisitive of how realistic assessments were as well as how well the program did align with general content areas.

Several participants also suggested feedback from a district coordinator or resource person would be helpful for the general education teacher. In particular, Nicholas discussed how he does what he thinks is best but never has any feedback from professionals specifically about his instruction for his ELLs. He suggested the district's ESL department send a professional or hire a professional to observe teaching practices occurring in the classrooms to provide "good" feedback. I asked what he meant by *good*, and explained the feedback should not tear down the instructor but help improve by giving tools to use where needed. He said, "I always think good feedback is helpful. It's good communication."

Participants described the expectations by the district and administration to demonstrate fidelity to the district guiding curriculum and the adopted curriculum with scripted lessons. Max and Candace talked about how the district would provide professional development for two days before the beginning of school, but rather than give assistance with what was already expected, they felt more was being required each year. Candace shared how frustrating it was that she would work during the summer on materials and lessons she felt would meet her students' needs to come to the two-day professional development and the district had added more restraints, expectations, and guidelines. She said, "The biggest problem is the district does not prepare teachers for the huge expected gains." She said most of what she had created over the summer months had to be revised, which takes time. Candace stated, "I don't feel like there is enough focus on teacher preparation." The frustration was heard by all participants especially regarding the need for time, training, resources, and more time.

Experience was a key factor to the responses regarding the presenter of the professional

development. It was a resounding reply that all professional development is ELL focused. Participants believed the presenter should not only have updated knowledge of ELL instruction, but also should have recent experience, but participants also emphasized the experienced presenters should not be ELL teachers or educational peers from the local school buildings. “I try to look at the experts (not as just experts) but as a resource as far as guiding the types of instruction or the supports we might use,” stated Max. Lisa suggested administrators be required to receive professional development for teaching ELLs also. When asked why, she stated, they are the ones who observe and evaluate our teaching. She sometimes feels like she was doing what was best for her students based on their level of needs, but if the administrator had stepped in at the time, he or she would give me feedback that what I was doing was not appropriate. “I feel like the administrators, just like (the teachers) are not fully aware of what are best practices for ELLs.”

Professional development, within the district, ESOL training, and outside sources of professional development have been shared as lived experience and yet more is desired. The participants reported teachers need training specifically to provide ELLs effective instruction. An important component that emerged through these conversations in regards to professional development was that the administration needs to allow for time for teachers to develop, plan, and create the materials necessary to implement what they have learned.

Research Question 3

What criteria do teachers use to determine the most effective instructional strategies, methods, and models for differentiating instruction for ELLs? The reasoning for choosing instructional practices used with ELLs varied. They included district mandated assessments, adopted curriculum practices, and teacher’ observations (see Appendix I).

Assessments

Participants explained that the district-mandated assessment practices were based on the curriculum design map, a scope and sequence specific to the reading, writing, math and science standards. Many of the participants said that these assessments were the initial criteria used to determine the instructional practices in the classroom, particularly the pacing of lessons. They added that students' performances on district assessments were used to determine pull-out and push-in services for intervention, not including ESL services. Several, though, felt the student's performance levels on the assessments did not always depict what they saw in the classroom. Consequently, they questioned the validity of the formative assessments mandated by the district.

Heather stated, "I had a very bright student that performed higher than most students with everyday activities, but her performance scores on assessments did not depict this." Heather continued that she was frustrated because she could not understand why the student performed so badly on the assessments. She said, "It made me so frustrated because she's very smart! And if I was just talking with her, she would have done so much better than that stupid test." Heather stated she wished there was a better way for the students to demonstrate they have learned the material expected. Fran shared that often she felt her students could perform better in the classroom than what the tests showed. Nicholas also said that he would see higher performance during everyday instruction than the results from the assessments. When asked what they would do since they felt their students performed better in the classroom, Nicholas said, "I don't really know what to do." Beth, Ann, Max and Nicholas all shared that they felt the level ELLs were expected to perform on the district assessments was not realistic. The participants were adamant that the district assessments, or the district expectations, needed to be altered for ELLs, specifically NES and Limited English Proficient learners.

Beth stated that the district criteria for Kindergarteners, including the general education students, was not always realistic. “My general population is very, very low this year. Almost everybody performed at a zero (level) on the DIBELS.” DIBELS are Dynamic Indicators of Basic Early Literacy Skills and are reading scores that were used to determine the guided reading group to which the student would be assigned. They constitute a series of assessments for beginning and early readers, particularly Kindergarten and first grade intended to identify reading readiness (Martin & Shapiro, 2011). DIBELS utilize assessments such as Nonsense Word Fluency and Phoneme Segmentation Fluency. All five primary grade participants also utilized sight word data to assign students to guided reading groups and small groups. In addition, many participants explained that quarterly formative assessments were used to identify students in need of intervention. However, many of the participants concluded that other forms of assessment were more reliable in guiding their instruction.

Other forms of assessment were mentioned that proved to be beneficial in selecting instructional practices for ELLs, although not consistently. In mathematics, Max, Nicholas, Candace, and Heather used the adopted curriculum, Everyday Mathematics® (2014), to assess student math skills, because it encouraged daily observational assessments through Recognizing Student Achievement. To assess student understanding in reading they used the district adopted literacy curriculum, Lead 21™ (Wright Group, 2011). Participants also mentioned using the “end of the unit” formative assessments to determine how to drive instruction for ELL students. In particular, Nicholas mentioned that he used formative assessments as written, slate assessments (an oral method of questioning where students would answer on individual dry erase boards). However, again, these participants also reported they felt these assessments did not consistently provide an adequate assessment of ELL student achievement.

Teacher Observations

As the interviews progressed, it became apparent that the primary source for criteria the participants used to guide them in choosing instructional practices to be implemented was teacher observation. One example was Beth's statement that when she would observe a student not completing a task on his or her own, she would sometimes implement the aforementioned *teacher model* strategy and then demonstrate to the student the activity or expectation. She would then observe the student(s)' performance after the teacher modeling occurred. In this way, Beth was using her initial observation to drive her instructional practice. Other participants also gave examples of the selection and implementation of instructional practices after the observation of student performance. For example, Max said, "When I saw students did not understand a concept during whole class instruction, I would immediately implement a Kagan structure or plan one for the next lesson to review and help students apply the skills needed." Fran also mentioned implementing actions to clarify a concept when they observed students were not connecting with the expected skill. Candace reported re-teaching when she observed the students had not adequately learned the material. I asked if this was through observation, and she stated sometimes, but it was also based on daily work that was not completed accurately. Candace said, "When I saw the students did not understand, I realized I was moving too fast through the curriculum and would adjust my pace of instruction as well as reteach the material." Ann also reported adjusting her pace of instruction based on observations and anecdotal notes she took throughout the instructional day.

Anecdotal notes, another form of teacher observation, were mentioned by almost all of the participants. Some participants, specifically teachers from one school, stated that they believed that the use of anecdotal notes was district-wide and a non-negotiable policy. They

were required to maintain anecdotal notes and keep them in a data book for all students.

Nicholas said, “I felt it was a good practice for all students, including ELLs.” He reported he was glad it was a mandatory practice.

A dilemma was presented, however, when participants were faced with determining the reason an ELL might be struggling. George, Lisa, and Ingrid shared that when they realized the cause was a lack of language acquisition, they did not know what to do. Here, some participants felt that teacher observations could be part of the solution. For example, Della, Heather, and Jenna said they would watch for visual cues of student behavior to recognize students’ difficulty to determine the source of that difficulty, whether it be language acquisition, cognitive abilities, or just inappropriate behavior. All of the participants stated when it seemed the struggle was an issue of language acquisition they would resort to picture cues, visual aids, songs, and acting things out. However, participants expressed frustration as they conveyed how they had difficulty in determining if the students’ struggles were truly language acquisition, rather than cognitive. They all reported that they sometimes felt that behavior issues were triggered from either language acquisition or the cognitive abilities, but were not sure which. When asked how they attempted to solve this dilemma, they said they would try using a different instructional practice that might engage the students better and provide clearer instruction for that student.

Desired Changes for Effective Implementation

As participants shared perceptions of the instructional practices they used to aid ELL students, reflections of what they would like to do differently emerged. These reflections came from the interview as they discussed their rationale for their choices in the implementation of those instructional strategies. For example, Jenna was sharing how important she felt it was to make the students in her class feel comfortable and safe. As she was talking, she immediately

spoke out, “Oh, my, I just realized, that was not good for that student to feel very accepted. I should have reacted differently.” Jenna was not the only one that would do this.

In one case, Candace reflected about how she had become ESOL endorsed. However, while she was sharing how she often used that training to help her ELLs. She turned to me and expressed remorse that she had not implemented those instructional practices more often.

“Before that training I did not know what to do, and now I have been trained, and honestly, I feel like I have forgotten some of it because I don’t use it like I should.” She stated she intended to be more aware and make an initiative to practice what she knew to be good. Other participants, though not ESOL trained, stated that they realized there were instructional practices they should be doing that they did not implement as often as they should. Nicholas stated, “I should at least be more proactive rather than reactive.” During the interviews the participants demonstrated how reflecting on their instruction did guide their instructional practices.

Challenges

Participants also noted the importance of schedules and how they affected instructional practices in the general education classroom. For example, the primary grade teachers discussed how students would be taken from their classrooms for intervention groups, the ESL program, and the Special Education. This would often occur during guided instruction and literature or math stations. However, when this would occur, the students left in the classrooms for general education instruction were usually the high achieving students. Candace, in particular, shared how with the students who were pulled out of her room for math intervention left her with less than half of the class. “This is during guided math instruction, but these students don’t need the review and re-teaching, the students being pulled do.” Fran shared the same thing while exhibiting frustration because the intervention for her students was “frontloading.” Fran shared

that *frontloading* was when students would be taught content before the general education classroom teacher would teach the material with the whole class. She told me that the material being covered by the interventionist would not be covered in her class for another five months. These were not the only ones that voiced frustration with the scheduling and how the intervention groups were working. Ann discussed a push-in model for her ELL that was during core math instruction. She explained the teacher would sit beside the student during core instruction. Ann said, "I do not really know what she did to help during that time. I was busy teaching." She also reported that she did not feel this push-in service was helping her student.

Ingrid and Nicholas also discussed a push-in model during core instruction and how the support teacher would sit beside the student(s) and quietly give support instruction throughout the lesson. Although Ingrid and Nicholas realized the necessity of the timing for the push-in model, Nicholas questioned its effectiveness. Nicholas said, "I know she comes in and sits with the students, but I do not really know what she does." He realized that students' Individual Education Plan's (IEP) for special education and ESL services were mandated, but found it difficult at times to work with the implementation of the procedures to meet the requirements of those IEP's when they occurred during core curriculum instruction.

George stated that his ELLs would miss science instruction because they would be pulled-out for ESL. He said, "Sometimes I would meet with my ELLs before school to teach them science; they enjoyed science but always missed it during class time." George said he understood the need for ESL services, but was frustrated at the timing because his students missed whole group instruction, especially when the ELLs knew they were missing fun activities. George stated, "If we want them to be engaged, we should not take them out of instruction they enjoy." The challenges of scheduling affected the use of instructional strategies

the participant would choose. However, when the ELLs were not in the classroom the strategies would not benefit those students. The participants concluded that the challenge of schedules affected what they believed to be best instructional practices for the ELLs.

All participants noted that the quality of communication with students, parents, and other teachers had an effect on the choice of instructional practices that were used with ELLs. Lisa demonstrated frustration when she was not able to communicate with a student because the student's native language was not Spanish. She said, "There are no interpreters in our school for this student's native language." She also mentioned having to communicate with parents. She stated that she felt like she had to search for ways to communicate with the parents as she did with her students because of the language barrier.

In summary, the participants indicated the instructional practices they implemented were guided by assessments, adopted curriculum, and teacher observations.

Research Question 4

What criteria do participants use to determine assessment methods to monitor, evaluate, and guide effective instructional practices to enhance learning for ELLs? Participants revealed the criteria that they used to determine the effectiveness of instructional strategies was how the perceived students' performance. They based their perceptions on performance, formal and informal assessments, and teacher observations (Appendix J). The emerging factor was how participants perceived student performance and from that perception they determined the effectiveness of their instructional practices.

Assessments

Initially participants began responding regarding the use of checklists and rubrics as assessments for student learning. The checklists or rubrics were created by district instructional

teams based on the district curriculum, expectations, and goals. These rubrics were required by the district to be implemented by classroom teachers for instruction and assessment. The participants also used adopted curriculum assessments to identify student growth. Ingrid said, “I feel like students’ scores have improved.” When asked why she felt those scores improved, she guessed it was for several reasons. “I feel like the kids who make the greatest gains are the kids that get the most support at home, and the kids with very little gains are probably because of a language barrier.” I asked her if then it was her ELLs who did not make gains. She responded, “Sometimes. I had a kid last year that didn’t make much gains and he wasn’t ELL.” Her implication was the instructional practices she used were effective, but if the student(s) do not have support at home, they will still have difficulty. On the other hand, not all participants viewed assessments as a gauging tool for success. Ann declared, “Assessments are not one-size-fits-all.”

Participants recognized the need to modify assessments based on student needs. For example, Max said, “I scribe what the student is saying sometimes. It seems to help them.” *Scribing* is when the ELL would tell Max the answer, and then he would write the answer. Max stated that he would also have one-on-one conversations with ELLs about the skill or assignment instead of having the student do the written work. He said, “Those conversations allowed me to assess how much the student understood without adding stress to write what they were thinking.” Max perceived the conversations were an accommodation that was effective because the student was better able to explain his or her thinking even though the performance was not completed on the paper/pencil assignment or exam.

Participants described use of formal, norm-referenced materials, teacher anecdotal and observational assessments, as well as modifications of assessment based on student need. One

modification Heather discussed was reading to the ELLs. She said, “It was beneficial for my students to hear the text out loud.” She indicated the test was in English, but she felt that even if she did have the assessments available in Spanish, and she knew how to read it aloud in Spanish, it would not necessarily help the student. She explained many of the ELLs were not fluent in academic language in their native language as well not being fluent in English. “So to have the test in Spanish wouldn’t necessarily help.” Participants shared that student performance on assessments did not always demonstrate their knowledge or ability. Based on their experiences, participants listed other forms of assessment to determine the effectiveness of the instructional strategies implemented.

Teacher Observations and Anecdotal Comments

Participants described observations of student progress. Heather shared that she thought it was good to have the ELLs in the general education class. When asked if it has changed the general population, she said, “I do not think it hurts, but I do not know that it helps, either.” However, many of the participants were encouraged by observed growth in building background knowledge and vocabulary as well as students connecting more. Max said, “Most of my students have limited life experiences. They hardly leave the neighborhood. How are they going to connect to math questions about solving mileage? They have no schema.” He realized most of his students had limited experiences outside the home, the neighborhood, and the classroom, so by implementing some of the strategies he did for vocabulary, he felt they could be successful.

Other participants believed that student communication skills were improved. Jenna shared how excited she was when her students would start talking to her using English--even one or two words. She said, “They would come up to me and ask to use the bathroom, and I would get so excited that they said ‘bathroom’ in English.” Karla discussed how the use of

supplemental lessons in phonics “filled in the gaps that they were missing in reading.” She also mentioned how she felt using Kagan strategies was effective because she saw students talking more. “Oh, I think that if the kids can get together, where they pair up, they help each other.” She went on to explain she observed more learning occurring than if she had not done the Kagan activities.

The confidence in speaking and understanding academic concepts better was perceived to be based on the implementation of effective instructional practices. Fran said she implemented the turn-around fact more often when she saw the students, both general education and ELLs, became more successful. Max and Nicholas each stated they saw gains in student understanding after building vocabulary activities. They also stated they saw a change in student performance in writing when they would make accommodations like using scribes. Della said, “I see my students are better able to transfer knowledge from one content area to another.” Participants reflected changes did occur in student performance. However, participants shared they were not always sure it was because of the instructional practices that had been implemented.

One particular perception was the comparison between reading and math instruction. Participants believed it was more generally difficult for the ELLs to learn to read and develop good reading skills because of the language barrier. Karla said, “I believe if phonics was a primary part of reading instruction all students would be able to read.” When asked how effective that would be for comprehension, her reply was at least they would be able to read the words, even if they did not know what they were reading. Della stated that math concepts are just easier because they are numbers, and Ingrid stated that reading is just hard. She continued, “In reading there are so many different sounds for letters and once they learn one way to read that sound, they learn there are more. There are just too many rules for reading.” Candace

however, an intermediate teacher, looked at me, and said, “Math is not a universal language.” When asked why she felt that way, she told me students have to learn the mathematical skills, but they also have to apply reading skills in order to apply the math skills. “There is a lot of reading in math.” However, Ingrid said, “I think the ELLs learn math faster than they do reading.” She explained that the response was math is more concrete and does not have as many rules. Although strengths were observed by these participants, they did not indicate the growth was indicative of implemented instructional practices.

Conclusion

This chapter has reported participants’ implementation of instructional practices based on lived experiences in the general education elementary classroom. The participants reported the evidence or non-evidence of their training through teacher preparation courses or professional development as well as each participant’s perception of the quality of that training. The methods in which participants used to guide further instruction and student growth was then documented. Finally, the criteria participants’ perceived to identify instructional practices as effective was reported. In the next chapter, a summary of the data and a discussion of the findings as well as the implications relevant to literature and theory will be presented.

CHAPTER FIVE: DISCUSSION

This final chapter presents a summary of the findings in this study and a discussion of those findings and implications relevant to literature and theory. The limitations and implications and recommendations for future research are discussed.

Summary of Findings

Research Question 1

What instructional practices do general education elementary teachers use to enhance core content learning opportunities for ELLs' needs? Before answering this question directly, all participants reported a sense of insecurity of dealing with English Language Learners' (ELLs) needs because of little or no training. Those with the least teaching experience reported the inadequacy they felt to teach ELLs. However, even though the three ESL endorsed participants felt they had a good understanding of the instructional practices they had learned in ESL courses, they felt limited in being able to apply those skills because of factors such as conflicts in scheduling, lack of time, and student placement in classrooms. Though demonstrating timidity, the participants opened up and shared their lived experiences and the instructional practices they used as they strived to meet ELLs' needs. Although the participants reported the use of many instructional practices, the six that emerged from the interviews were vocabulary building, teacher modeling, cooperative learning, technology, differentiated learning, and classroom environment.

Research Question 2

How do participants describe effectiveness of professional development and training programs addressing ELL issues? Participants shared their appreciation of the quality of teacher preparation in earning their teaching degrees and professional development opportunities once

they became teachers. Also, they expressed their desire for professional development that they perceived would best meet their needs in the general education elementary classroom.

Overall the participants believed that their university/college teacher training for the elementary general education class was good to excellent for the purposes of teaching general education students. However, they did not feel their teacher training prepared them to instruct ELLs in the general education classroom. In fact, most said that they did not have any classes specifically for instruction for ELLs. Therefore, they felt that universities with education programs should consider adding at least one or two courses specific for ELL instruction.

Professional development opportunities as teachers emerged into three patterns: those provided by the district and school, ESOL endorsement programs, and out-of-district development opportunities. The district supported activities were adopted curriculum based and were focused on instruction for the general population. Therefore, they were non-ELL focused and provided little or no help for the participants specifically for the ELL population. These activities were based on adopted curriculum based and were focused on instruction for the general population. The school supported activities were thought to be somewhat useful, but lacked structure and clarity for the participants to actively use with all their students, including ELLs. The participants that attended ESOL endorsement classes, which were funded by grants and presented through nearby universities, were helpful to the few who completed the coursework and therefore, earned the endorsement. The participants that took any or all of the ESOL classes stated they had no intention of leaving the general education classroom, but felt the ESOL endorsement program was necessary for information to teach the ELLs already in their classes. Some participants pursued training on their own through out-of-district opportunities. These opportunities took various forms such as personal research, attending Migrant Academy,

and utilizing resources purposed for general education populations. The participants explained they explored these options because they felt they had to find some training from somewhere because they received little or no training in college and district professional development. Professional development, as reported by the participants, was either non-existent or was insufficient to address ELLs' needs in core content areas during general education classroom instruction. The participants reported gleaning from professional development through venues other than ELL specific, and applied those practices to instruct ELLs included in the general education classroom.

Understanding a need for professional development, participants provided ideas for sessions that they felt would be helpful and easily implemented. Though the list was not exhaustive, the emerging patterns were first of all to be sessions for a few hours at time, but not a one-time event. They wanted to be able to go back to their schools and have time allotted to create and prepare what they had learned for immediate implementation. They also asked for time to actually talk to and collaborate with other teachers in lesson planning and preparation. The other emerging pattern was that the professional development would be presented by people who had recent experiences in the general education classroom but who was also an expert with providing instruction for ELLs in the inclusive setting.

Research Question 3

What criteria do teachers use to determine the most effective instructional practices for differentiating instruction for ELLs? Participants gave a number of reasons for selecting the instructional practices they implemented. The emerging factors were assessments and observations. Participants initially described the use of assessments of students work to help evaluate their own practices to teach the ELL student. However the primary factor was teacher

observation in guiding their instructional practices.

Research Question 4

What criteria do participants use to determine assessment methods to monitor, evaluate, and guide effective instructional practices to enhance learning for ELLs? Student performance is what participants used to determine if the instructional practices were effective. The student performance scores were from formal assessments, curriculum unit assessments, and teacher anecdotal observations. It was also reported by all participants that though they felt these practices were effective, they felt inadequate in stating the extent of effectiveness.

Discussion of the Results

This section is a reflection to the Literature review and the theoretical basis in Chapter Two that will assist in understanding the implications of this study.

Instructional Practices

A wide range of instructional practices were described by participants. However, several common threads emerged, implying their importance. The depictions of their experiences demonstrated the practices used were not only implemented independently but were also embedded within each other. For instance, differentiated instruction was used in cooperative learning activities, or technology was used either to build vocabulary or to practice math skills. Participants also described the use of visual aids, peer support, guided instruction, and student engagement during all of the instructional practices. Hansen-Thomas (2008) insisted the best practices particularly for ELLs were instruction with cooperative learning, mixed-ability groupings, hands-on activities, and vocabulary content. Out of the six emerging instructional practices, participants emphasized the primary necessity for vocabulary building in all areas of core content instruction.

Many participants indicated there was a disparity in academic knowledge represented in the whole group, not just among ELLs. In fact, some participants stated that often the general population would demonstrate lower academic abilities than the ELLs. The participants, however, especially because ELLs' had limited language acquisition, reported they felt vocabulary building assisted in language acquisition even though the activity was implemented for the whole population. Max discussed how he observed many times his general population had limited background knowledge and that the general population needed to increase vocabulary skills as much the ELLs did.

The responsibility to provide the best methods in building and developing communication is on the teacher (Herrera & Murry, 2005). The participants recognized the necessity for the students to acquire an academic vocabulary in order to have meaningful academic conversations, which in turn would encourage better understanding in the content areas of reading, math, science, and social studies. According to Antunez (2002), academic language is different than language in social contexts. The literature supports the necessity for vocabulary building particularly for ELLs, however; the participants discussed how the instructional practices they used were implemented for all students.

Professional Development

The two components of professional development which emerged in this study were college and university teacher education training for the general education classroom as well as professional development particularly provided by the district and school, ESOL endorsement programs funded by grants, or out-of-district professional development opportunities participants sought on their own. Though the teacher education programs for general education teachers were found to be effective, the participants were disappointed the programs did not include any

courses specifically related to ELL and core content areas. The participants also displayed other disappointment in regards to the ineffectiveness of professional development provided by the school district and the lack of focus on ELL instruction in core content areas.

Their frustration and desire to have the ability to enhance learning opportunities for their students was evident for several reasons. The participants recognized the teacher education training and the professional development they received was not focused for ELL instruction in core content areas. With this in mind, some participants chose other avenues to assist them in teaching ELLs in core content areas of instruction. These opportunities were ESOL endorsement opportunities and professional development offered outside the district which focused on ELL as well as general education students.

Lueck, 2010, discussed the intimidation general education teachers may incur because of a lack of knowledge of the ELLs' native language and best instructional practices for the ELLs. One participant stated that she decided to take the ESOL endorsement program because she had no training to teach ELLs and she felt inadequate in providing educational opportunities for their needs other than academic basics yet with the same expectations for general education students. This was indicative of her recognizing students' needs, as described by Maslow's Hierarchy of Needs theory, but feeling limited in meeting those needs outside of the core content areas of instruction. Her reflection of the ESOL program however described it as a waste of time, because it did not provide her with any more information than she already had been doing. The instructional practices she had implemented were based on academic needs, not on linguistic needs.

Other participants, however, attending the ESOL endorsement classes felt the program was good, but indicated there was not enough time allotted in the instructional day to

additionally implement instructional practices learned in the ESOL endorsement classes. Because of this, these participants reverted back to implementing instruction based on academic needs for all students. Sheltered Instruction Observation Protocol (SIOP) encouraged programs that provide supportive services to also provide professional development specific for implementing instruction for ELLs (CAL, 2012). However, the perceptions of the ESOL programs that participants attended were not definitive regarding the effectiveness of the training to be implemented in the general education classroom.

Participants described frustration because they were unsure if the practices implemented that were based on academic needs and focused on the core content areas for the general population were meeting the needs of the ELLs. This frustration was also because the participants stated the expectations provided to them by the district were the same for all students regarding student performances on assessments. The district provided curriculum guides each year, in core content areas, for the general education teacher to implement instruction. These guidelines were based on grade level expectations for all students. The Individual Education Plans (IEP) differentiated expectations for special education services for students who qualified for these services and the general education teachers were apprised of these practices. However, the participants stated that other than learning the levels of the ELLs identified in their IEPs, they were informed of the special services provided by the ESL program, but not informed of what was required of them in the general education classroom other than read-aloud accommodations. This pattern of responses indicated a disconnect with communication of the expectations for instruction in the general education classroom for the ELLs.

In addition to those frustrations, the participants reported not having information regarding the ESL program and its curriculum guidelines. Yet they questioned if there was

alignment between the ESL program objectives and the core content areas. This seeming discrepancy in expectations caused concern for the participants. The discrepancy also created awareness of a need for consistency and alignment not only in the teaching practices but more so in the expectations between the ESL curriculum guidelines and the general core content curriculum guidelines, especially if student performance expectations are the same as for the general population in core content areas of not only reading, but also math, science, and social studies.

Participants understood, for instance, the Kansas English Language Proficiency Assessment (KELPA), the assessment given to identify language acquisition, was based on language acquisition in reading, writing, and oral language skills rather than reading and writing academic skills. However, the expectations for language acquisition were provided by the ESL teachers. In fact, the participants described the areas of instruction expected of them was to provide effective, quality instruction in core content areas, yet the participants recognized language acquisition was often an issue for ELLs when taking assessments in core content areas. Zehr (2012) stated a gap in literature does exist to provide resources for the general education elementary teacher in utilizing resources to embed language acquisition in to core content instruction. Participants in this study discussed they realization of knowing there must be a way to help the ELLs with language acquisition while providing instruction in core content areas.

The lived experiences indicated effective instruction is needed, but were also indicative of the necessity for professional development focused on ELLs in order for that to happen. When asked if all teachers should be required to have ESOL endorsements, Beth said it might be helpful, but not necessarily in core content areas. The participants believed the ESL program was intended to teach language acquisition, but they also felt the instructional practices of

language acquisition should include teaching reading skills. They believed the ESL program did not support the reading instruction expected in the core content areas nor was there support in the areas of math, science, and social studies. Beth stated that it would really help in the content areas if the ELLs could receive intervention in addition to the ESL services. Other participants stated similar frustrations, feeling a lack of support from administration levels in the district to effectively teach the ELLs in core content areas. Theoretically, the instructional practices implemented were supported with Bandura's Social Cognitive Theory, emphasizing the instruction would be constructed based on needs and abilities (Slavin, 2006). In essence, the professional development received from the district was perceived to be ineffective because the participants felt there was little or no support or communication regarding the focus on ELLs' learning in core content areas of reading, mathematics, science, and social studies.

Criteria Guiding Instruction

Ongoing assessments and teacher observations were identified by participants to be the criteria used to determine the instructional practices needed. However teacher observations and anecdotal comments and notes were the primary source to drive instruction. The formal assessments were used to create the teacher-guided reading and math groups, as well as the intervention groups. These groups were based on student performance scores. The intervention groups provided services based on a tiered support system network. These groups were same-ability groups and were based on student performance scores. Though participants recognized this to drive these small groups. They also recognized that often students who were performing below level but could easily improve with intervention, but would not qualify for the services because their scores were not the lowest scores. The students with the lowest scores were those who received intervention services – general education students as well as ELLs. Nevertheless,

ELLs did not receive the reading intervention services regardless of their scores. However, the criterion for placing students in cooperative learning groups and for planning other instructional practices within the classroom was almost solely based on teacher observation, more than incorporating students' performance scores from formal assessments.

Although the student performances on assessments and in teacher observations were described as the guiding factors in implementing instructional practices to enhance learning, they also indicated these guiding forces were used for the whole class not just based on ELLs' needs. These practices were based on academic needs for the general population rather than specifically on ELLs' linguistic needs. They explained the district expectations for student performance for the ELLs were the same expectations for the general population in the core content areas. They did not understand why the curriculum and objectives for the ESL program were not aligned with the curriculum guides and objectives for the general education core content areas. The frustration was amplified since the general education teachers were responsible to provide learning opportunities in core content areas with the same expectations for ELLs as for the general population.

Participants described the district's expectations for academic growth and student performance on assessments throughout the year was the same for the ELLs and the general population. The assessments participants described were formal assessments but also daily informal assessments. Some of these practices were running records, DIBELS, and phonemic awareness tests, primarily by primary grade participants. Intermediate participants reported using running records, oral assessments, provided through the adopted curriculum, but also oral assessments, and teacher observations and anecdotal comments during instructional moments. Participants conducted these assessments at their own discretion as well as at district required

benchmarks for each grade level.

The participants recognized there were also language acquisition needs for the ELLs, but these needs were not addressed as ELL-focused in the curriculum guides provided to the general education teacher different. The awareness of diverse needs represented in the classroom compelled participants to provide instruction based on student needs as Maslow's Hierarchy of Needs in self-actualization was discussed by Owens and Valesky (2007).

There was frustration because of the disproportionate academic levels represented by the whole class population, as well as the expectations for instruction in content areas for the general population was so great. Participants were overwhelmed by the expectations to instruct the general population, but also recognized additional needs evidenced by the ELL population complicating the pressure to provide effective instruction. Bautista (2011) insisted the disproportionate academic levels would require teachers to differentiate lessons as well as modify assignments, instruction, and make accommodations in order to meet the students' needs.

According to Aldridge (2010), being able to include differentiated instruction based on the diverse needs of the students could be provided by using a tiered model. According to participants, tiered instructional practices were implemented for all students based on individual student's needs; however participants also recognized the tiered instruction was not ELL focused. The participants did not perceive the multi-tier support as designed specifically for any one population, but all students that indicated academic needs.

The Kansas Multi-Tier Systems of Supports (MTSS, 2014) is a program that implements intervention for all students based on student performance in core content. The participants described the intervention practices did occur for all students, except for reading intervention for ELLs. This support system, though implemented for ELLs in mathematics intervention,

participants stated the ELLs did not receive reading intervention because they received ESL services. Participants explained they were concerned because they did not feel the ESL services supported the reading skills required, but rather provided language acquisition instruction using reading, writing, and oral language.

The difference to them was the reading instruction occurring in the classroom was not supported for the ELLs in an intervention model as described by MTSS. Language instruction models have been designed to provide students with a foundation to acquire a language other than the native language (Mueller, 2006). Language acquisition instruction, however, is not necessarily the same as reading instruction. The extra support programs, as designed by the Individuals with Disabilities Education Act (IDEA) require instruction to be provided for all ELLs (Klingner, Alfredo, & Barletta, 2006). Crockett (2010) stated the importance of supportive services, (i.e. intervention programs), to adhere to linguistic and academic instruction. Participants reported frustration with students' support services because students would be removed from general education core content instruction but not supported in that content area nor for the skills instruction they were missing.

The participants also described the assessment process as unfair to ELLs, because they were expected to perform at levels the same as the general population, with little or no accommodations to assist with taking the assessment in English as required. One participant said, "I don't know Italian. If I was expected to take an assessment in Italian, I would fail, even if I did know the content well." The accommodation described by the participants for taking assessments was a read-aloud model and depending on the student performance scores on assessments and on the KELPA, those scores would determine if the ELL even qualified for a read-aloud accommodation. In a read-aloud accommodation, a teacher would have a small

group of same grade level students, would read the question stems and answer choices aloud to the students as a small group, but were not allowed to read the selections for them. This read-aloud accommodation was only allowed to be read in English, not the students' native languages. Heather specifically stated she felt there were times it would be a better assessment of students' skills if they could take the test in their native language, but she also felt oft times the ELLs did not have instruction in their native language, so having such an accommodation may not always be helpful.

By using an accommodation of an English-only read-aloud, the indication might demonstrate a need to revisit what knowledge was being assessed, core content or language acquisition. It was explained the assessments were designed to assess core content knowledge. The concern was that student performance may not be only academically based but also language acquisition-based. Recognizing student performance and the conclusive abilities in all content areas may be based more on language acquisition than academic ability (Lovett et al., 2008). This study supports that reasoning. Academic language acquisition can take up to seven years for proficiency in English (Hakuta, Butler, & Witt, 2000). This indicates a need to revisit the assessment protocol and the accommodations allowed for the ELLs in core content areas.

Participants emphasized the discrepancy they observed between student performance on formal assessments and in the classroom daily activities. A recognition of an inconsistency of student performance was evident because there were times the student would perform poorly on the assessments, but in class would demonstrate proficient or higher academic ability in that area. The participants also indicated there were discrepancies between the assessments and classroom performances where the student would perform higher on the assessment than what the participant observed in the classroom.

Participants described an awareness of students' needs but also being consciousness of their own needs to provide better instruction. Participants demonstrated self-reflection even during the interviews. One participant stated, "Oh! I could have been more focused on ELLs' needs when doing that." Brown (2001) discussed the need for one's self-awareness and choices at the highest level of motivation according to Maslow's Hierarchy of Needs as being fulfilled from within meeting the need for autonomy.

The summation of criteria participants felt determined the instructional practices were based on assessments and teacher observations, the primary criteria being teacher observation. The discrepancy between student performance on assessments and student performance observed in the classroom would indicate a need for multiple sources of assessment to guide instruction.

Assessing the Effectiveness of Instructional Practices

The criteria described to determine effective instructional practices were assessments, teacher observations and anecdotal notes. However, participants viewed the formal assessments as less respected than teacher observations and anecdotal notes to detect student learning. A conscientious teacher will plan specifically for the needs of the students as the teacher allows the student responses and performance to guide future instruction (Crockett, 2010). According to Piper (2010), the general education teacher will plan lessons based on student need while integrating the linguistic needs in the core content areas. Maslow's theory of hierarchy of needs depicts the understanding of the level of needs present (Ary, Jacobs, Razavieh, & Sorensen, 2006). Through the observational method of assessment, the participants believed they were able to assess the needs and the success of the students at the time, but also to demonstrate the effectiveness of the instructional practices that were implemented.

The participants believed they were able to identify the instructional practices that were

most effective by student performance in the classroom setting during the instructional day through teacher observation and the anecdotal notes taken throughout the day. The social skills as well as academic skills should be considered when determining effective instruction to increase student engagement and motivation (Slavin, 2006). This would indicate effective instructional practices may be generally identified as best practices, but may vary effectiveness based on individual student learning styles, academic abilities, and social or cultural skills.

Depending on the implementation methods, the effectiveness of the instructional practices could alter the effectiveness of that practice. If the participant believed the implementation of cooperative learning was not effective, that effectiveness could have been skewed by the process in which the participant implemented the practice. For instance, if the participants' implementation of a Kagan structure was to apply skill that required each student in the group to share their thoughts, but some students did not participate, that structure may have been ineffective. Another example would be if the participant decided differentiated instruction was not effective because he or she did not see the results expected, it would behoove the participant to view how well the assignment was differentiated and if that degree of differentiation would have impacted the effectiveness of the instructional practice. With this, teacher awareness of needs, awareness of instructional practices that best fit the skills taught, and how to appropriately implement the practice could alter the effectiveness of that practice.

So, the assessments, teacher observation, and anecdotal notes were established as the criteria the participants perceived to determine the effectiveness of the instructional practices. Teacher observation and anecdotal notes were perceived to be the most valued according to the participants because self-awareness and reflection of their implementation process could be evaluated and they could implement instructional practices as needed based on daily student

performance in the classroom activities.

Summary of Discussion

General education elementary classrooms are comprised of diverse needs. These needs are evident for various reasons, but there is an emerging commonality in the classrooms in the United States; increasing percentages of ELLs. The purpose of this hermeneutic phenomenological study was to capture the perceptions of general education elementary teachers and what each teacher identified as instructional practices to effectively instruct students, particularly ELLs (Ary et al., 2006). Human experience is an important factor in qualitative research (Ary et al., 2006). The use of human experiences and situations requires flexibility to understand the complexity of those experiences and situations (Ary et al., 2006). This too requires fieldwork methods of collecting data with interviews and observational protocols through which emerging patterns can be identified (Ary et al., 2006).

With uncertainty participants described multiple instructional practices where particular strategies, method, and models emerged. The participants explained little self-confidence to know if the practices used were the most effective practices. This uncertainty was due to a lack of ELL-focused teacher preparation in university studies as well as ineffective district professional development. Participants concluded the instructional practices they did use were based on personal experiences as well as teacher preparation programs and professional development focused on general populations.

As participants described the instructional practices they implemented, self-reflection also occurred often questioning their own motives for utilizing the instructional practice described. The questioning of one's own motive was enlightening to the participant and induced an awareness to be more proactive with instructional practices, particularly focusing on

embedding language acquisition into the core curriculum instruction. This study found the participants utilized formal and informal assessments, but reflected the participants' perceptions of methods to identify most effective instructional practices for ELLs was through teacher observation, teacher anecdotal notes during the instructional moment(s), and conversation with students.

So, this study has found from a general education elementary teacher's point of view, teacher training and professional development specific to implement instruction for ELLs is needed. This study also identified vocabulary building, teacher modeling, peer assistance, cooperative learning, technology, differentiated instruction, and classroom environment as instructional practices useful for ELL learning. And finally, this study understood the criteria used to determine which instructional practices the participants viewed as most effective were also the criteria in determining instructional practices to assess, monitor, and guide instruction: teacher observations and anecdotal comments during instructional moments.

Implications of Methodology and Practical Application

The purpose of this study was to identify the instructional practices in core content areas described by elementary general education teachers deemed effective particularly for ELLs. However, the phenomena that emerged was the need for professional development focused on ELLs in general education teacher programs in colleges and universities as well as the need for professional development focused on ELL instruction for general education teachers in the school district. One other emerging phenomenon was the need to evaluate the effectiveness of assessments for ELLs and the procedures and accommodations provided for ELLs.

This study affirmed the importance of providing teachers with the tools and resources needed, rather than the teachers having to rely on trial and error practices because of a desire to

meet the students' needs without having any ELL-focused professional development. As one participant so blatantly stated, "...there might be other instructional practices that are better, but I don't know what they are!" So, because teachers recognized a need, but felt there was little or no guidance for what was best practice for ELLs, teachers implemented instructional practices they had learned to use for the general education population, based on academic needs.

Another implication in this study was the exclusion of expectations for the ELL population in core content areas, other than expectations and curriculum guidelines that were the same for all students. The practice of MTSS for all students, however, also excluded ELLs from reading intervention. This would imply the MTSS was not utilized for all students because of isolating the ELLs from the reading interventions on the premise the ESL services provided such intervention. The foundational theory of Zone of Proximal Development would require intervention to utilize opportune moments to further increase reading readiness and comprehension (Crockett, 2010). Desautel (2009) expounded metacognitive knowledge and comprehension as key instructional moments. This study implied further research is needed to identify the components of language acquisition in relationship to reading readiness and comprehension as well as the other core content areas in which specified instruction occurs.

Though it may appear the limitations may not be applied to educational systems outside this particular district, the focus of this study does support application to other educational systems, particularly with general education elementary classrooms with ELLs included in the classroom population. General education elementary teachers seek to provide effective instruction for all students, but many times are insecure where to start when a language barrier is present. Questions that could be generated because of this study include what should teacher training programs look like and how much of the training should be focused on ELL instruction?

The information from this study may be helpful for universities in designing general education teacher programs and implementing courses to teach ELLs. The information from this study may also be applicable for educational systems to become proactive in supporting the general education classroom teachers with professional development that is ELL focused. And finally, this study may be helpful for general education elementary teachers to identify instructional practices to enhance the ELLs' learning experiences.

Recommendations for Research

This study attempted to explore the phenomenon of general education elementary classroom teachers' perceptions of effective strategies, methods, and models to use when teaching core curricular content for ELLs within the general population. The inclusion of ELLs in the general instruction of content areas can provide challenges because of diversity in many facets, but particularly with embedding language acquisition into the core content areas. General education elementary teachers have accountability to provide instruction for all students effectively, enhancing student performance to proficiency and higher. As a result, general education elementary teachers are held responsible for the learning of these students and therefore, must implement effective instructional strategies, methods, and models for students to succeed.

With the results of this study, further research could be conducted in a broader population than just schools identified with ESL programs. With the growing ELL population, not all students are identified to learn under ESL programs, i.e. inclusion models, immersion, or even dual language, but are enrolled in the general population classroom in general education schools. Further research could be conducted to explore the general education teachers' perceptions of implementing instruction in core content areas of reading, mathematics, science, and social

studies for students learning the English language, though not enrolled in an ESL program. The implications of this study show a need for further research in several areas: teacher education programs in universities, professional development for current general education elementary teachers, and assessment tools used to determine effective practices to assess ELLs proficiency in content areas other than the use of formative assessments.

The results have indicated the perceptions of the participants' teacher training as valuable for general instruction, but extremely limited to assist in enhancing instruction for ELLs in the general education classroom. Future research could be valuable for universities to determine effective courses to be included in the general education's teacher training programs, rather than in isolation for ESOL certification. Furthermore, research could be conducted to explore effective professional development forums for school district and schools to provide for general education teachers.

Finally, this study explored the perceptions of participants' criteria in assessing the effectiveness of instructional practices in core content areas, particularly for the benefit of ELLs. Participants reported using formal and informal assessments, observations and anecdotal comments as the resources, yet revealed the complexity of assessing students with formal and written assessments in English when they were not proficient in English. Future research could be conducted to explore ELLs' student outcomes on various types of assessments with the purpose of identifying effective assessment tools for ELLs in general content areas.

REFERENCES

- Aldridge, J. (2010). Differentiated instruction. *Childhood Education, 86*(3), 193-195.
<http://dx.doi.org/10.1080/00094056.2010.10523147>
- Antunez, B. (2002). English language learners and the five essential components of reading instruction. Retrieved from <http://colorincolorado.org/article/341/?theme>.
- Apthorp, H., Wang, X., Ryan, S., & Cicchinelli, L. F. (2012). Teaching English language learner students: Professional standards in elementary education in Central Region states. *Regional Educational Laboratory at Mid-Continent Research for Education and Learning, 122*.
- Arquette, C. (2007). Multiple activity literacy centers: Promoting choice and learning differentiation. *Illinois Reading Council Journal, 35*(3), 3-9.
- Ary, D, Jacobs, L. C., Razavieh, A., & Sorensen, C. (2006). *Introduction to Research in Education*. (7th Ed.). Belmont, CA: Thomson Wadsworth.
- Ballantyne, K. G., Sanderman, A. R., Levy, J. (2008). Educating English language learners: Building teacher capacity. *The National Clearinghouse for English Language Acquisition*. Retrieved from <http://www.ncela.us/files/uploads/3/EducatingELLsBuildingTeacherCapacityVoll.pdf>
- Batt, E. G. (2008). Teachers' perceptions of ELL education: Potential solutions to overcome the greatest challenges. *Multicultural Education, 15*(3).
- Bautista, N. & Castaneda, M. (2011). Teaching science to ELLs, Part I: Key strategies every science teacher should know. *The Science Teacher, 78*(3).
- Bogdan, R.C. & Biklen, S. K. (2007). *Qualitative research for education. An introduction to theories and methods*. (5th ed.). Boston: Pearson Education, Inc.

- Brown, D. H. (2001). *Teaching by principles: An interactive approach to language pedagogy*. (2nd ed.). White Plains, NY: Pearson Education.
- Center for Applied Linguistics (CAL). (2012). Sheltered instruction observation protocol. <http://www.cal.org/siop>.
- Carrison, C. & Ernst-Slavit, G. (2005, Nov./Dec.). From silence to a whisper to active participation: Using literature circles with ELL students. *Reading Horizons*, 46(2), 93-113.
- Crockett, K. E. (2011). *Implementing oral English language acquisition policy in career and technical education classes: Changing to a social pedagogy paradigm*. (Doctoral dissertation). Retrieved from <http://search.proquest.com/docview/869834279?accountid=26459>. (869834279; 2011-99070-155). (Order No. AAI3419745)
- De Jesus, O. N. (2012). Differentiated instruction: Can differentiated instruction provide success for all learners? *National Teacher Education Journal*, 5(3), 5-11.
- Delgado, R. (2010). Pocoa poquito se van apagando: Teachers' experiences educating Latino English language learners with disabilities. *Journal of Latinos and education*, 9(2), 150-157. <http://dx.doi.org/10.1080/15348431003618259>
- Desautel, D. (2009). Becoming a thinking thinker: Metacognition, self-reflection, and classroom practice. *Teachers College Record*, 111(8), 1997-2020.
- Elementary and Secondary Education Act (ESEA) Reauthorization: A Blueprint for reform. (2010, March). (Retrieved from <http://www2ed.gov/policy/elsec/leg/blueprint/index.html>)
- Everyday Mathematics®. (2007). The University of Chicago School of Mathematics Project 3rd

- ed. *McGraw-Hill Education*. Retrieved from <http://www.everydaymath.com>
- Freeman, M., deMarrais, K., Preissle, J., Roulston, K., & St. Pierre, E. A. (2007). Standards of evidence in qualitative research: An incitement to discourse. *Educational Researcher*, 36(25), 25-32. doi:10.3102/0013189X06298009
- Ganin, M. (2000). *School based occupational therapy: An examination of the push-in model vs. the pull-out model*. (Doctoral dissertation). Retrieved from <http://search.proquest.com/docview/304673874?accountid=12085>. (304673874). (Order No. EP14648)
- Glenn, W. J., & Gort, M. (2008). Discomfort, deficiency, dedication: Preservice teachers voice their ELL-related concerns. *English Leadership Quarterly*, 30(3), 9-13.
- Goldstein, C. K. (2012). *Exploring mainstream teachers' perceptions of ESOL students*. (Doctoral dissertation). Retrieved from <http://search.proquest.com/docview/929137269?accountid=12085>. (929137269). (Order No. 3501611)
- Hakuta, K., Butler, Y. G., & Witt, D. (2000). How long does it take English learners to attain proficiency? (retrieved from http://www.usc.edu/dept/education/CMMR/FullText/Hakuta_HOW_LONG_DOES_IT_TAKE.pdf)
- Haneda, M., & Wells, G. (2010). Learning science through dialogic inquiry: Is it beneficial for English-as-additional-language students? *International Journal of Educational Research*, 49(1), 10-21. <http://dx.doi.org/10.1016/j.ijer.2010.05.003>

- Hansen-Thomas, H. (2008). Sheltered instruction: Best practices for ELLs in the mainstream. *Kappa Delta Pi Record*. 44(4). <http://dx.doi.org/10.1080/00228958.2008.10516517>
- Heineke, A. J. (2009). Teachers' discourse on English language learners: Cultural models of language and learning (Unpublished doctoral dissertation). Arizona State University, Phoenix, AZ.
- Henze, R., Katz, A., Norte, E., Sather, S. E., & Walker, E. (2002). *Leading for diversity: How school leaders promote positive interethnic relations*. Thousand Oaks, CA: Corwin Press, Inc.
- Herrera, S. G. & Murry, K. G. (2005). *Mastering ESL and bilingual methods: Differentiated instruction for culturally and linguistically diverse (CLD) students*. Boston, MA: Pearson Education, Inc.
- Huebner, T. A. (2010). Differentiated instruction. *Educational Leadership*. 67(5), 79-81.
- Johnson, D. W. & Johnson, R. T. (2005). Cooperative learning. *Encyclopedia of School Psychology*. Retrieved from Liberty University at <http://asp6new.alexanderstreet.com.ezproxy.liberty.edu:2048/psyc/psyc.obj>.
- Kagan, S. & Kagan, M. (2009). Kagan cooperative learning. Kagan Publishing. ISBN: 978-1-879097-10-0
- Kansas State Department of Education. (2011). <http://www.ksde.org/Default.aspx?tabid=2450>
- Kansas Multi-Tier Systems of Support. (2014). Retrieved from: <http://kansasmtss.org/>.
- Karjala, L. (2010). *Direct instruction and the Frayer model: Effects on mathematics achievement in an inclusive classroom*. (Unpublished doctoral dissertation). Southwest Minnesota State, Marshall, MN.
- Kansas Migrant and ELL Academy. (2012) Retrieved from: <http://kmeacademy.org/index.htm>.

- Kansas State Department of Education (KSDE). (2012). ESOL Curricular standards.
<http://www.ksde.org/Default.aspx?tabid=4694>
- Klingner, J. K., Alfredo, J. A., & Barletta, L. M. (2006). English language learners who struggle with reading: Language acquisition or LD? *Journal of Learning Disabilities, 39*(2), 108-128. <http://dx.doi.org/10.1177/00222194060390020101>
- LeClair, C., Doll, B., Osborn, A., & Jones, K. (2009). English language learners' and non-English language learners' perceptions of the classroom environment. *Psychology in the Schools 46*(6), 568-577. <http://dx.doi.org/10.1002/pits.20398>
- Lee, J., Lee, Y., & Amaro-Jiménez, C. (2011). Teaching English language learners (ELLs) mathematics in early childhood. *Childhood Education, 87*(4), 253-260.
- Linsmeier, P. (2011). Improving K-12 ELL students' comprehension of academic text. Retrieved from ProQuest
<http://proquest.umi.com/pqdlink?did=2409820601&fmt=2&clientid=20655&RQT=309&VName=PQD>
- Lovett, M. W., De Palma, M., Frijters, J., Steinbach, K., Temple, M., Benson, N., & Lacerenza, L. (2008). Interventions for reading difficulties. *Journal of Learning Disabilities, 41*(4), 333-352. <http://dx.doi.org/10.1177/0022219408317859>
- Lucas, T., Villegas, A. M., & Freedson-Gonzalez. (2008). Linguistically responsive teacher education. Preparing classroom teachers to teach English language learners. *Journal of Teacher Education. 59*(4). <http://dx.doi.org/10.1177/0022487108322110>
- Lueck, C. E. (2010). ELL Parent's perceptions matter. *Delta Kappa Gamma Bulletin. 77*(1).
- Lundien, K. (2010). *Exploring a secondary urban ESL program: Addressing the social, affective, linguistic, and academic needs of english language learners (ELLS)*. (Doctoral

- dissertation). Retrieved from
<http://search.proquest.com/docview/755396383?accountid=26459>. (755396383; 2010-99130-169). (Order No. AAI3389889)
- Martin, S. D. and Shapiro, E. S. (2011). Examining the accuracy of teachers' judgments of DIBELS performance. *Psychology in the Schools*, 48, 343–356. doi: 10.1002/pits.20558
- McIntyre, E., Kyle, D., Cheng-Ting, C., Munoz, M., Beldon, S. (2010). Teacher learning and ELL reading achievement in sheltered instruction classrooms: Linking professional development to student development. *Literacy Research and Instruction*, 49(4), 334 – 351. <http://dx.doi.org/10.1080/19388070903229412>
- Mueller, T. G., Singer, G. H., & Carranza, F. D. (2006). A National survey of the educational planning and language instruction practices for students with moderate to severe disabilities who are English language learners. *Research & Practice for Persons with Severe Disabilities*. 31(3), 242-254.
- Nabors, M. L. & Edwards, L. C. (2011). Science: A Second language for ELL students. *Kappa Delta Pi Record*. 47(3).
- National Council of Teachers of English (NCTE). (2008). *English language learners* (A Policy research brief). Urbana, IL: James R. Squire Office of Policy Research.
- No Child Left Behind. (2001). (PL 107-110).
http://www.ed.gov/admins/lead/account/nclbreference/page_pg30.htm.
- Owens, R.G. & Valesky, T.C. (2007). *Organizational behavior in education. Adaptive leadership and school reform*. Boston, MA: Pearson Education, Inc.
- Pass, Charlotte L. (2007). Effective strategies of exemplary secondary English/language arts teachers instruction of English Language Learners. *The University of Alabama*.

Dissertation Publication Number 3313736.

Pennsylvania Department of Education (PDE). (2013). Laws and regulations.

http://www.portal.state.pa.us/portal/server.pt/community/laws_and_regulations/20314/general_laws_and_regulations/975030

Piper, S. & Shaw, L., Jr. (2010). Teaching photosynthesis with ELL students. *Science activities*, (47), 68-74. <http://dx.doi.org/10.1080/00368121003631645>

Pray, L., & Monhardt, R. (2009). Sheltered instruction techniques for ELLs: Ways to adapt science inquiry lessons to meet the academic needs of English language learners. *Science and Children*, 46(7), 34-38.

Rios-Aguilar, C., Gonzalez-Canche, M., & Moll, L. C. (2010). Implementing structured English immersion in Arizona: Benefits, costs, challenges, and opportunities. The University of Arizona. *The Civil Rights Project. Proyecto Derechos Civiles. The University of California*.

Rodriguez Moux, S. (2010). *Teacher's perceptions of sheltered instruction observation protocol for teaching young English language learners: A qualitative case study*. (Doctoral dissertation). Retrieved from <http://search.proquest.com/docview/822366109?accountid=26459>. (822366109; 2010-99210-275). (Order No. AAI3398868)

Rueda, R., & Windmueller, M. P. (2006). English language learners, LD, and overrepresentation: A multiple-level analysis. *Journal of Learning Disabilities*, 39(2), 99-107. <http://dx.doi.org/10.1177/00222194060390020801>

Sato, T. & Burge-Hall, V. (2010). Strategies for including English language learners in physical education. *VAHPERD*, 31(2), 8.

- Sawchuk, S. (2010). NAEP board curbs special ed. and ELL exclusions; More special-needs students, ELLs to be given assessment. *Education Week* 29(25).
- Slavin, R. E. (2006). *Educational psychology. Theory in practice*. [8th ed.]. Boston, MA: Pearson Education, Inc.
- Smith, T. E. C., Polloway, E., Patton, J. R., & Dowdy, C.A. (2004). *Teaching students with special needs in inclusive settings*. [4th ed.]. Boston, MA: Pearson Education, Inc.
- Soto-Hinman, I. (2010). ELL shadowing: Strengthening pedagogy and practice with pre-service and inservice teachers. *Research in Higher Education Journal*, 8, 1-11.
- Stake, R. E. (1995). *The Art of case study research*. Thousand Oaks, CA: Sage Publications, Inc.
- Stansfield, C. W. (2011). Oral translation as a test accommodation for ELLs. *Language Testing*. 28(3). <http://dx.doi.org/10.1177/0265532211404191>
- Sullivan, A. L. (2011). Disproportionality in special education identification and placement of English language learners. *Exceptional Children*. 77(3), 317-334.
- Tellez, K. & Waxman, H. C. (2005). Quality teachers for English language learners. Retrieved, April 13, 2012 from <http://www.temple.edu/lss/pdf/ReviewOfTheResearchTellezWaxman.pdf>.
- Thurlow, M., Minnema, J., & Treat, J. (2004). A Review of 50 states' online large scale assessment policies: Are English language learners with disabilities considered? ELLs with disabilities report 5. *National Center on Educational Outcomes*. Retrieved from http://web.ebscohost.com.exproxy.liberty.edu:2048/ehost/detail?vid=2&hid_
- Title I, Part A. (2008). Formula grant from program office: Student achievement and school accountability programs. *ED.gov*. <http://www2.ed.gov/titleiparta/index.html>.
- Title III interpretations. *ED Review*, Oct 24, 2008. *Academic OneFile*. Web. 27 Apr. 2013.

http://go.galegroup.com.ezproxy.liberty.edu:2048/ps/i.do?id=GALE%7CA197517857&v=2.1&u=vic_liberty&it=r&p=AONE&sw=w. Gale Document Number: GALE|A197517857

Tobin, R., & McInnes, A. (2008). Accommodating differences: Variations in differentiated literacy instruction in Grade 2/3 classrooms. *Literacy*, 42(1). DOI: 10.1111/j.1467-9345.2008.00470.x.

Tomlinson, C. (2005). This issue. *Theory into Practice*, 44(3).
http://dx.doi.org/10.1207/s15430421tip4403_1

Tumblebooks.com (2014). Retrieved from
http://www.tumblebooks.com/library/asp/customer_login.asp?accessdenied=%2Flibrary%2Fasp%2Fhome%5Ftumblebooks%2Easp.

Van Manen, M. (1997). *Researching lived experience: Human science for an action sensitive pedagogy*. [2nd ed.]. Ontario, Canada: The Althouse Press.

Vaughn, S., Cirino, P. T., Linan-Thompson, S., Mathes, P. G., Carlson, C. D., Cardenas Hagan, E., Pollard-Durodola, S. D., Fletcher, J. M., & Francis, D. J. (2006). Effectiveness of a Spanish intervention and an English intervention for English-language learners at risk for reading problems. *American Educational Research Journal*, 43(3), 449-487.
<http://dx.doi.org/10.3102/00028312043003449>

Varela, E. (2010). Mainstreaming ELLs into grade-level classes. *Education Digest*, 76(2), 39-43.

Verdugo, R. R. & Flores, B. (2007). English-language learners: Key issues. *Education and Urban Society*, 39(2), 167-193. <http://dx.doi.org/10.1177/0013124506294852>

Viadero, D. (2009). Delving deep: Research hones focus on ELLs. *Education Week*, 28(17), 22, 25.

- Walker, A. (2007). Valuing differentiated instruction. *Childhood Education*. 83(5).
- Watnick, B. & Sacks, A. (2006). A Snapshot of teacher perceptions on full inclusion in an international urban community: Miami-Dade County, Florida. *The Journal of the International Association of Special Education*, 7(1), 67-74.
- Wright Group. (2011). LEAD 21™ K – 5 Literacy Instruction for 21st Century Classrooms. *McGraw-Hill Education*. Retrieved from <https://www.mheonline.com/program/view/1/1/20/00ELEML21/>
- Yin, R. K. (2009). *Case study research: Design and methods*. [4th ed.]. Thousand Oaks, CA: Sage Publications, Inc.
- Zehr, M. A. (2011). Draft rules point way to consistency in ELL policies. *Education Week*. 30(27), 10.

APPENDIX A

IRB Approval Letter

LIBERTY
UNIVERSITY

The Graduate School at Liberty University

June 7, 2013

Cynthia K. DeLozier
IRB Approval 1613.060713: Instructional Strategies of General Education Teachers
for English Language Learners

Dear Cynthia,

We are pleased to inform you that your above study has been approved by the Liberty IRB. This approval is extended to you for one year. If data collection proceeds past one year, or if you make changes in the methodology as it pertains to human subjects, you must submit an appropriate update form to the IRB. The forms for these cases were attached to your approval email.

Please retain this letter for your records. Also, if you are conducting research as part of the requirements for a master's thesis or doctoral dissertation, this approval letter should be included as an appendix to your completed thesis or dissertation.

Thank you for your cooperation with the IRB, and we wish you well with your research project.

Sincerely,

APPENDIX B

School District Permission Letter and Request Form

Date: April, 2013

Name

Consultant: Research, Evaluation, and Assessment

School district address

City, State

Dear Name:

As a graduate student in the Education Department at Liberty University, I am conducting research as part of the requirements for a Doctor of Education degree. The title of my research project is Instructional Strategies of General Education Teachers for English Language Learners and the purpose of my research is to identify the perceptions and reflections of general education elementary teachers regarding strategies, methods, and models they use to instruct students, particularly the English Language Learners in core content curriculum.

I am writing to request your permission to conduct my research in the School district and would like to contact your general education elementary classroom teachers for my research to invite them to participate in my research study. I would also like to access and utilize student enrollment data/records for the purpose of identifying classes with ELL enrollment in the general education population.

Participants will be asked to complete the attached survey and contact me to schedule an interview. The data will be used to identify strategies, methods, and models of instruction the general education teachers perceive to be the most beneficial for the ELL population in the inclusive setting. Participants will be presented with informed consent information prior to participating. Taking part in this study is completely voluntary, and participants are welcome to discontinue participation at any time.

Thank you for considering my request. If you choose to grant permission, please provide a signed statement on approved letterhead indicating your approval.

Sincerely,

Cynthia K DeLozier
Doctoral Student

Local School Research Request Form

_____ Elementary School

Name of Researcher: Cynthia K DeLozier

Intermediate Grades

Research Project

Research Title: Instructional Strategies of General Education Teachers for English Language Learners

Statement of problem and research questions: The problem is general education teachers, with little or no specific training, are expected to implement effective strategies, methods, and models when teaching core content areas to all students including English Language Learners (ELLs).

Research Question 1

How do participants describe effectiveness of professional development and training programs addressing ELL issues?

Research Question 2

What instructional strategies, methods, and models do elementary general education teachers use to enhance core content learning opportunities for ELLs' needs?

Research Question 3

What criteria do teachers use to determine the most effective instructional strategies, methods, and models for differentiating instruction for ELLs?

Research Question 4

What criteria do participants use to determine assessment methods to monitor, evaluate, and guide effective instructional strategies, methods, and models to enhance learning for ELLs?

Participants of the study: Three ESOL endorsed general education teachers; eleven non-ESOL

endorsed general education teachers

Reason for doing this research:

Graduate Study at Liberty University

Publication/Presentation

Dates of research will be conducted: Summer, 2013 – Fall, 2014 school year

All research and contributing researchers will:

Ensure the protection of the rights and welfare of all human subjects

Provide information to teachers of the right not to participate in the study

Will adhere to the educational system's policies and laws according to the confidentiality and privacy of records

Principals need to approve request of Local School Research. A copy will be sent to the Research & Evaluation Office to be filed and on record.

Building Principal

Date of Approval

APPENDIX C

Informed Consent Form

Instructional Strategies of General Education Teachers for English Language Learners

Cynthia K DeLozier, Liberty University, Education

You are invited to be in a research study of the strategies, methods, and models general education elementary teachers use to instruct English Language Learners in core content. You were selected as a possible participant because you are a general education elementary teacher and you have English Language Learners enrolled in your classroom. I ask that you read this form and ask any questions you may have before agreeing to be in the study.

This study is being conducted by Cynthia K DeLozier.

Background Information:

The purpose of this study is through perceptions and reflections of general education elementary teachers to identify the strategies, methods, and models of instruction most effective for English Language Learners in the general education classroom for core content curriculum.

Procedures:

If you agree to be in this study, I would ask you to do the following things:

Complete a short questionnaire of your professional experience and meet with me for a minimum of an hour to an hour and a half to share your perceptions and experiences of instructing English Language Learners in the general education classroom, reflecting on the strategies, methods, and models of instruction and their effectiveness for English Language Learners. Following the interview, I will request you review the transcripts of the audio recording of the interview to check for accuracy. This transcript will be sent to you by email.

Risks and Benefits of being in the Study:

The study has several risks: The risks for this study are no more than the participant would encounter in everyday life.

The benefits to participation are the reflections of your instruction for ELLs that can assist you in the future with effective strategies, methods, and models to use with other students. The information gained can also benefit the possibility for future professional development for others based on your insight and perceptions of effective strategies, methods, and models.

Compensation:

You will not receive payment or compensation for participating in this study.

Confidentiality:

The records of this study will be kept private. In any sort of report I might publish, I will not include any information that will make it possible to identify you. Research records will be stored securely and only the researcher will have access to the records.

Pseudonyms will be used for participants. The privacy and confidentiality of each participant will be protected. Data will be stored electronically on a memory stick, accessible only to the researcher. Audio-recordings will be stored electronically on the memory stick with access only to the researcher. The recording on the audio recorder will be erased once the information has been transferred to the memory stick. Data collected is required to be kept for three years. The disposal of data will be the deletion of memory from the memory stick. The anticipated use of the data in the future is only for educational benefits assisting better understanding in strategies, methods, and models of instruction used for English Language Learners in the general education classroom. This information will be only provided with pseudonyms and no participants' identity will be recognizable.

Voluntary Nature of the Study:

Participation in this study is voluntary. Your decision whether or not to participate will not affect your current or future relations with Liberty University and school district. If you decide to participate, you are free to not answer any question or withdraw at any time without affecting those relationships.

Contacts and Questions:

The researcher conducting this study is Cynthia K DeLozier. You may ask any questions you have now. If you have questions later, you are encouraged to contact her at (785) 224-4897 or ckdelozier@liberty.edu. You may also contact the advisor, Dr. Daniel Baer at (919)539-9094 or dnbaer@liberty.edu.

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, you are encouraged to contact the Institutional Review Board, 1971 University Blvd, Suite 1837, Lynchburg, VA 24502 or email at irb@liberty.edu.

You will be given a copy of this information to keep for your records.

Statement of Consent:

I have read and understood the above information. I have asked questions and have received answers. I consent to participate in the study.

I consent to being audio-recorded by the researcher during the interview as stated in this document.

Signature: _____ Date: _____

Signature of Investigator: _____ Date: _____

IRB Code Numbers: 1613.060713

IRB Expiration Date: June 7, 2014

APPENDIX D

Questionnaire

This questionnaire will be used to identify teacher's educational training, specifically regarding English Language Learner instructional strategies, methods, and models. The results will be used to identify individual results. Thank you for volunteering to participate in this study.

TERMS: **ELLs:** English Language Learners

ESL: English as a Second Language

ESOL: English for Speakers of Other Languages

Bilingual Education: An instructional model the teacher used to instruct
ELL students using the native language intertwined with English.

ESL endorsement: A teacher has been trained specifically in ESOL
instruction and has received the endorsement on the KS license.

Teacher Education Program Information.

I am a graduate of _____

College/University

Background Information

To which age group do you belong?

25 or younger	41 – 45
26 – 30	46 – 50
31 – 35	51 – 55
36 – 40	56 or older

To what ethnic group(s) do you belong?

American Indian/Alaska Native Native Hawaiian/Other Pacific Islander

Asian Hispanic/Spanish/Latino

Black/Africa American Other

White/European/Caucasian

What is your gender?

Male Female

Is your native language English?

Yes No

Are you bilingual?

Yes No

If you are bilingual, please state your native language? _____

Do you teach bilingual education?

Yes No

Do you have an ESL endorsement?

Yes No

Employment

Have you taught ELLs?

Yes Only one prior year

No Only this year

Uncertain

What is your current General Education classroom position?

Preschool Kindergarten

1st – 2nd

3rd – 5th

How many years have you been a general education classroom teacher?

This is first year

0 – 5 years

6 – 10 years

11 years or more

Preparation by Teacher Education Program

How would you rate the overall quality of your college's/university's teacher preparation program?

Excellent

Fair

Good

Poor

How would you rate the overall quality of your college's/university's teacher preparation program in preparing you to teach ELLs?

Excellent

Fair

Good

Poor

How would you rate the overall quality of your college's/university's teacher preparation program in preparing you to teach literacy in general?

Excellent

Fair

Good

Poor

Note. From *Effective strategies of exemplary secondary English/language arts teachers instruction of English Language Learners*, by C. L. Pass, 2007, published doctoral dissertation, The University of Alabama.

APPENDIX E

Pre-Interview Questions and Interview Questions

Location:

Participant:

Grade Level:

Setting:

Describe the classroom environment:

Describe the seating arrangement and placement of ELLs:

Are there other adults in the room during instruction and if so, how do you feel they benefit instruction?

Please describe the following:

Subject Content:

Lesson Objective(s):

Onset:

Strategies, methods, and. or models used to instruct:

Assessment:

Conclusion:

Please describe how you determined what strategies, methods, and models of instruction you used and if you believe they were effective particularly for ELLs?

How do you determine the effectiveness of those strategies, methods, and models?

Resources/Materials:

Describe the curriculum and sources used? (District mandated and additional resources)

Describe what, if any, learning aids or manipulatives are used to assist learning?

Interview Questions

Describe the strategies, methods, and models you have used during instruction in content areas?

Language Arts/Reading?

Math?

Science and Social Studies?

How do you feel these strategies, methods, and models have addressed the needs of your ELLs?

What changes have you seen in your students when using the strategies, methods, and models?

What changes have you seen in your ELLs when using these strategies, methods, and models?

What are some challenges you have encountered?

In Language Arts/Reading?

In Math?

In Science and Social Studies?

If you could change the instructional strategies, methods, and models and how you implemented instruction, what would you change?

What strategies, methods, and models would you recommend to someone who has never taught ELLs?

How has teaching ELLs in the general education classroom changed what you do?

What are your perceptions of instructing ELLs in the general education classroom?

What have been the positive and negative things that have come from teaching ELLs in the general education classroom?

How important is it to explicitly teach about things like culture?

What strategies, methods, and models have you implemented during instruction to teach English as a language?

What do you feel you need in order to effectively continue implementing strategies, methods, and models specific for ELLs instruction in the general education classroom?

Do you feel student placement in the general education classroom has been effective?

What, if any, additional support is available for the ELLs in your classroom?

In your opinion has, if any, support in the ELLs native language affected the core content areas of instruction, social and cultures in the general education classroom? If so, how?

In your opinion has any type of support for ELLs outside the general education classroom affected the general education instruction in content areas, social, and cultures? If so, how?

What, if any, professional development have you received to assist you with teaching ELLs in the general education setting?

Note. Adapted with permission from Pass (2007), Rodriguez Moux (2010), Heineke (2009), and Lundien (2009).

APPENDIX F

Categories and Codings of Strategies, Methods, and Models

Models	Strategies	Methods
Kagan	Peer Tutoring	Peer tutoring - content areas
		Peer tutoring - translate Spanish to English
	Grouping	Reading abilities - Mixed and Same
	Hear English spoken while in groups	
Thematic Units	To help ELLs relate to the content	Example: Apple unit would include reading books, graphing with apples, books about apples, and making applesauce; implemented in all content areas.
	Making Connections	
Modeling	Teacher Modeled; peer modeled	Students will observe skills or concept; students will practice skills or concept; students will apply skills or concepts
Pull-Out	Small group assistance for language acquisition.	Teacher or paraprofessional remove student(s) from general education classroom and meet with in a small group setting. Includes: ESL, Special Education, and Math Intervention
	Allows student(s) to feel more comfortable to interact with others.	Occurs during Reading: sometimes during the whole group with other classes during Guided Groups/Literature Stations.
Push-In	Providing the allotted number of minutes of service required as identified in the ELL IEP.	ELL teacher or paraprofessional will go into the general education classroom. Includes: ESL, Special Education, and Math Intervention.
		The teacher/paraprofessional has ELLs in a small setting in the general education classroom teaching language acquisition.
Dual Language	Students receive support their native language, but not a dual language program in the school.	Read books in English and have TumbleBooks website in Spanish.
		Five Minute Math videos on Discovery Streaming website in English and Spanish.
		Sing songs in English and Spanish.

		Teacher felt like dual language would not work when the native language was not Spanish. Not sure what the answer would be.
Concrete Objects	The use of concrete objects assist students to understand the material better.	Whole group; small group; individual(s) work with manipulatives
	Builds background.	Models or structures
		Visual things
		Songs in English and Spanish (native language of majority of the ELL students)

APPENDIX G

Analysis Table - Strategies, Methods, and Models

<p>What instructional strategies, methods, and models do participating elementary general education teachers use to enhance core content learning opportunities for ELLs' needs?</p>	<p>What strategies, methods, and models do you use during instruction in your content areas?</p>	<p>Modeling; (i.e. do, we do, you do”</p> <p>Differentiated lessons</p> <p>Pictures; Visuals</p> <p>Pictures (student drawn)</p> <p>Picture Books</p> <p>Use examples</p> <p>Non-examples</p> <p>Technology</p> <p>Tumblebooks website</p> <p>Student practice</p> <p>Anticipatory set</p> <p>Read Alouds</p> <p>Stop and Think Aloud</p> <p>Matching game (word and definition)</p> <p>Guided Math and Reading Groups – instruction based on abilities levels</p> <p>Math and Literature stations</p> <p>Lead 21™ website</p> <p>Hands-on activities</p> <p>Redirection</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

		<p>Kagan – Cooperative Learning</p> <p>Manipulatives; concrete objects</p> <p>Explicit, specific instruction</p> <p>Repeated Exposure</p> <p>Teach vocabulary Frayer Model (vocab)</p> <p>Frontloading Concept Murals</p> <p>Actions/gestures/pantomime</p> <p>Modifications</p> <p>Peer Support</p> <p>Big Books</p> <p>Visual Learning wall</p> <p>Charts</p> <p>Build Background/student connections</p> <p>Welcoming classroom environment</p> <p>Verbalize_in Spanish and English</p> <p>Be cognizant of their family background</p> <p>Sorting activities</p> <p>Small group instruction</p> <p>Graphic organizers</p> <p>Taking notes</p>
--	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>(Follow-Up Probe) How do you form the Kagan groups?</p>	<p>Discussions</p> <p>Student engagement</p> <p>Ask for student response for understanding</p> <p>Puppets</p> <p>Songs/rhymes</p> <p>District Curriculum Guidelines</p> <p>Targeted objectives and goals aligned with Core Curriculum</p> <p>Paths to Achieving Literacy Success (PALS)</p> <p>Kindergarten Peer-Assisted Literacy Strategies K-PALS</p> <p>Class-Wide Peer Tutoring (CWPT)</p> <p>Start-Up, Build-Up, Spiral-Up Phonics</p> <p>Animated Literacy</p> <p>Encourage parents to read in Native language with their student(s)</p> <p>Seating arrangements are specific to student needs</p> <p>Use scribes for writing Student folder with related materials in native language</p>
	<p>(Follow-Up Probe) What Kagan structures do you use during instruction?</p>	<p>Follow Up with student</p> <p>Mixed-ability (academic</p>

	<p>(Follow-Up Probe) How do you identify which students to use for peer tutoring?</p>	<p>ability) One high, a medium high, a medium low, and a low</p> <p>Though mainly based on ability....</p> <ul style="list-style-type: none"> Does not take ELL status into consideration Does take into consideration of ELL status <p>Based on same-ability – not ELL status</p> <p>Considers student behavior as well when forming groups</p> <p>Transitional groups</p> <ul style="list-style-type: none"> Round Robin Rally Robin Round table – in science Rally Coach Peer Model Shoulder partner Pair Share Mixed-Pair Share Numbered Heads Together Peer Tutoring – <ul style="list-style-type: none"> Interpreting; assistance in content areas; <p>Use students with higher academic abilities or higher English language abilities</p> <p>Use bilingual students</p> <p>Students in upper grade levels</p>
	<p>(Follow-Up Probe) What is your reasoning for doing Thematic Units?</p>	<p>Thematic Units</p> <p>Thematic Units assist the student in making connections</p>
	<p>(Follow-Up Probe) When you do these strategies, methods, or models, how do</p>	<p>Whole group</p>

	<p>you determine when and how to use them especially determining between whole group and ELL specific instruction?</p> <p>(Follow-Up Probe) Who does the modeling?</p> <p>(Follow-Up Probe) What strategies, methods, and models would you use in Math?</p>	<p>Small group</p> <p>Individual assistance at times depending on the student(s) academic and/or language needs</p> <p>Include all students, ELL students, and/or individual student(s)</p> <p>Modeling: Teacher modeled Peer modeled</p> <p>Modeling would occur in whole group, small group, and individually, based on the teacher's observation and assessment of the need</p> <p>Manipulatives/Concrete objects</p> <p>Worksheets</p> <p>Teacher generated worksheets</p> <p>Differentiated lessons</p> <p>Diverse algorithms and methods to solve</p> <p>Number grids</p> <p>Not as many extra strategies, methods, or models are needed because Math is a universal language</p> <p>Math Stations</p> <p>Guided Math</p> <p>ELLs are generally stronger in</p>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>(Follow-Up Probe) What additional support is available for the ELLs in your classroom?</p> <p>In your opinion, how effective is any support for ELLs, outside the general education classroom?</p>	<p>math than in reading,</p> <p>Stop, think, and talk Strategies</p> <p>Math vocabulary (Math is not a universal language")</p> <p>ELLs struggle in math because of language and reading needs.</p> <p>Music/Songs in English and sometimes also in Spanish.</p> <p>Technology Five-Minute Math videos on Discovery Streaming website.</p> <p>Visuals Charts, pictures, and words</p> <p>Label things in the rooms</p> <p>ELLs receive math intervention with an interventionist</p> <p>Hands-on Activities</p> <p>Adjust instructional rate of speed</p> <p>Pull-Out Services (ELL)</p> <p>Push-In Services (ELL)</p> <p>Small groups and quieter setting is positive.</p> <p>Unfamiliar with the goals of the ESL program.</p>
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>(Follow-Up Prompt) How do you feel the Push-In works in the classroom?</p> <p>What strategies, methods, and models do you use for Science and Social Studies?</p>	<p>Feels like it would be more beneficial if the program would support the general education curriculum, like vocabulary.</p> <p>Feels ELL support should include all content areas, not just reading.</p> <p>ELLs miss core content instruction.</p> <p>Doesn't feel like there is enough support</p> <p>Not as well as it could if the collaboration time was actually collaboration between the teachers that work with the particular students.</p> <p>Sends home everything they can in Spanish</p> <p>It is a challenge.</p> <p>It is distracting to the teacher, to the other students, and to the ELLs.</p> <p>It's not quiet; they need a quiet, small group environment.</p> <p>Vocabulary building</p> <p>Peer Support</p> <p>Kagan</p> <p>Small groups</p> <p>Verbalize/talk</p>
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>(Follow-Up Probe) Why do you provide your personal time before school to teach ELLs science?</p> <p>How important is it to explicitly teach about things like culture?</p>	<p>Modeling</p> <p>Pictures</p> <p>Use examples</p> <p>Non-examples</p> <p>Technology</p> <p>Hands-on Activities</p> <p>Not enough time</p> <p>Manipulatives</p> <p>Engage students</p> <p>ELLs don't get Science or Social Studies because of Scheduled Pull-out Services.</p> <p>Provides time before school to teach science to ELLs.</p> <p>Build background knowledge</p> <p>They like Science and they miss it because they are pulled during the allotted Science time.</p> <p>Important but is taught explicitly around holidays and special days.</p> <p>It's very important.</p> <p>Lack of time, rarely is culture taught.</p> <p>It bridges the cultures and acceptance.</p> <p>Teacher does not teach cultural for fear of being</p>
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>(Follow-Up Probe) How does the cultural makeup of the family change?</p> <p>(Follow-Up Probe) What do you do to identify the ELLs backgrounds?</p> <p>(Follow-Up Probe)</p>	<p>politically incorrect.</p> <p>Cultural diversity is presented in the adopted curriculum/textbooks.</p> <p>Important: Teach using Thematic Units which would help teach culture. (time doesn't allow)</p> <p>It should happen – acceptance of culture integrated in music and counselor guidance lessons.</p> <p>Doesn't feel it's important to teach cultural, but important to teach "the norms of society". (American culture)</p> <p>It's important: "the cultural makeup of family changes"</p> <p>Based on family by family, overall want their children to accept American culture.</p> <p>Older siblings grow up and learn to navigate English and they support they younger ones.</p> <p>Conversations with parents (through a translator if needed)</p> <p>Questionnaires</p> <p>Look up information on the internet about where they are from.</p> <p>Talk to the student.</p> <p>Talk to ESL teachers.</p>
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>What about teaching social skills? (Follow-Up Probe) Why do you think ELLs have better social skills?</p> <p>What strategies, methods, and models have you implemented during instruction to teach English as a language?</p>	<p>ELLs have better social skills than other kids.</p> <p>It's their culture: better manners, better at sharing; willing to help others; say "please" and "thank you".</p> <p>They have great attitudes and try hard.</p> <p>Wouldn't do anything differently than with general population: reasoning is "kids are kids" no matter what culture they are from.</p> <p>Doesn't teach as a language.</p> <p>Point to picture in book.</p> <p>Label parts objects/pictures in classroom.</p> <p>Have them say the word in their Native Language, and then teacher responds with the word in English.</p> <p>Use highlighters and trace sentences during writing instruction.</p> <p>Model writing; sentence structure</p> <p>Embedded in content areas</p> <p>Teacher or adult <u>scribes</u> for writing assignments.</p> <p>Daily routines</p> <p>Small group setting (non-threatening) when corrections</p>
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

		<p>in grammar are conducted; not during whole group</p> <p>One on one conversation – student and teacher</p> <p>Kagan structures with grammar</p> <p>Sentence Frames (the Cloze method)</p> <p>If during whole group instruction, a correction is needed, whisper in student’s ear the correction.</p> <p>Reword/rephrase</p> <p>Repetition</p> <p>Practice</p> <p>Grammar/parts of speech taught explicitly</p> <p>Word endings, examples/non-examples, and writing</p> <p>Explicitly teach vocabulary</p> <p>Sing Songs</p> <p>Phonics</p> <p>Actions and songs with letter sounds</p>
--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

APPENDIX H

Analysis Table – Teacher Training and Professional Development

Research Study Question	Correlating Interview Question	Strategy, Method, or Model
<p>How do participants describe effectiveness of professional development and training programs addressing ELL issues?</p>	<p>What, if any, professional development have you received to assist you with teaching ELLs in the general education setting?</p>	<p>No training to teach ELLs in general education teacher preparation programs at college.</p> <p>State University ESL program for endorsement preparation: Grant funded</p> <p>Reading First Grant: ideas helped but were not presented as specific for ELLs’ instruction.</p> <p>Migrant Academy – State supported program</p> <p>Self-Taught</p> <p>Adopted Reading and Math Curriculum provide ELL sidebar in Teacher Editions for ELL enrichment.</p> <p>District Reading Professional Development, not ESL focused.</p> <p>Substituted in ELL classes, no endorsement required.</p> <p>Personal collaboration with experienced colleagues.</p> <p>Speaks Spanish, but limited.</p> <p>A better understanding of the ESL program, the KELPA testing, and the goals and</p>

	<p>(Follow-Up Probe) What, if any, professional development do you think would assist you with teaching ELLs in the general education classroom setting?</p>	<p>expectations for the program.</p> <p>Professional development that I can take directly to my classroom and implement. i.e. specific information and ideas to implement immediately in the classroom.</p> <p>Teacher programs should include at least one or two classes in strategies specific for ELL instruction.</p> <p>Professional development that would help with project-based learning, observational, and anecdotal checklists for <u>assessments</u>.</p> <p>An ESL program that supports what is happening in the classroom and is aligned with the general education goals and expectations.</p>
	<p>(Follow-Up Probe) How do you know when the students should not require ELL services anymore? (Bi W)</p>	<p>Unfamiliar with the language, listening, and writing tests given to assess qualifying for ELL services in the district.</p>
	<p>(Follow-Up Probe) How do you feel district-wide professional development, if any, has benefited the instruction you provide the ELLs in your classroom?</p>	<p>Unfamiliar with the ELL program/expectations. Questions if there is a district coordinator or resource person for questions regarding instruction.</p> <p>Insufficient Professional Development through District</p> <p>Frustrated the district announced the school would be an ESL school but gave the teachers no training.</p>

	<p>(Follow-Up Probe) What professional development, if any, have you received?</p> <p>How beneficial was the school-wide professional development?</p> <p>(Follow-Up Probe) How was the <u>Spanish for Educators</u> class beneficial?</p> <p>What do you feel you need to effectively continue implementing strategies, methods, and models specific for ELLs in the general education classroom?</p>	<p>School-wide ELL teachers; Presenters from State University provided</p> <p>PD from the ELL teachers was not beneficial/ was beneficial</p> <p>Representative from State University was beneficial i.e. classroom observations and feedback with teacher.</p> <p>State representative because of school improvement presented.</p> <p>Peer taught <u>Spanish for Educators</u> class</p> <p>Learned common phrases and cultural distinctives</p> <p>Quality Professional development</p> <p>Continuous professional development</p> <p>Would prefer presenters that have recently been in the classroom teaching ELLs</p> <p>District level contact as a resource teaching ELLs. Freedom to design lessons – i.e. Thematic Units</p> <p>Learn to speak Spanish</p> <p>Feedback from ELL staff and from experts in the district.</p> <p>Resources: books, ideas,</p>
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

		<p>activities</p> <p>Books on the students' academic levels.</p> <p>District resources for translating, especially in languages other than Spanish.</p> <p>More manipulatives</p> <p>Technology like listening stations in English and native languages.</p> <p>Bilingual textbooks for students</p> <p>Technology for teachers to teachers for communicating learning goals, collaboration, etc. (Grade level discussion boards.)</p> <p>Technology to assist teachers during instruction. i.e.</p> <p>Promethean Boards and projectors.</p> <p>Translators</p> <p>More ELL endorsed teachers and support</p> <p>Phonics Training Lead 21™ (Literacy curriculum) online readers in Spanish</p> <p>There should be ELL support for students in all content areas besides just reading.</p> <p>There should be intervention support (outside ESL) for</p>
--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>(Follow-Up Probe) Where do you feel the Professional Development should come from?</p>	<p>reading. Freedom in collaboration with ELL support Time for Questions and Answers session</p> <p><u>Time</u> to develop lessons, manipulatives, etc.</p> <p>District-level Professional Development School-wide (more personal)</p> <p>Someone who is an expert working with ELLs and can provide resources and examples of others working with ELLs.</p> <p>Prefers someone from outside the school district, but familiar with district expectations and curriculum.</p> <p>Suggests someone from out of state like from TX, CA, or AZ.</p> <p>Should NOT be ELL teachers or educational peers.</p> <p>ELL focused</p> <p>ELL graduate that has been in the inclusion model.</p> <p>Believes all administrators should also receive Professional Development specific for teaching ELLs.</p>
--	-----------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

APPENDIX I

Analysis Table – Criteria Identifying Effective Strategies, Methods, and Models

<p>What criteria do teachers use to determine the most effective instructional strategies, methods, and models for differentiating instruction for ELLs?</p>	<p>(Probing Question) How do you determine when to use these strategies, methods, or models with whole group, small group, or individually?</p> <p>(Follow-Up Probe) What strategies, methods, and models do you implement to help your ELLs when you see there are deficits due to language acquisition?</p> <p>(Follow-Up Probe) How do you know if it is an academic need or a language acquisition need?</p> <p>How do you feel these</p>	<p>Curriculum Scope and Sequence</p> <p>Slate assessments (Everyday Math™)</p> <p>Recognizing Student Achievement (RSA)(Everyday Math™)</p> <p>Reading running records</p> <p>DIBELs scores determine the reading group.</p> <p>Classroom formative assessments</p> <p>Sight Word data</p> <p>Teacher observations during whole group instruction and small group instruction.</p> <p>Talk to experienced teachers as resources.</p> <p>Doesn't do any extra; treats the ELLs like everyone else.</p> <p>I don't know what to do.</p> <p>Addressed through specific examples; visual cues; examples</p> <p>Teacher observation</p> <p>Feels it meets all the students'</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>strategies, methods and models have addressed the needs of your general education students?</p> <p>How do you feel these strategies, methods, and models have addressed the needs of your ELLs?</p> <p>(Follow-Up Probe) Why do you feel the strategies, methods, and models benefits all or most?</p> <p>(Follow-Up Probe) How do you feel about the sidebars in your Reading and Math Teacher Editions for ELLs?</p> <p>If you could change the instructional strategies,</p>	<p>needs</p> <p>Made them more confident</p> <p>They help the students connect and build background</p> <p>They are more confident.</p> <p>It includes them as part of the whole group.</p> <p>I don't know that it meets their needs.</p> <p>Low socio-economic status of the school population</p> <p>Lack of background knowledge</p> <p>Teacher feels inadequate and primarily doesn't feel they meet the specific needs of ELLs.</p> <p>Observations affords teacher to evaluate academic knowledge acquired.</p> <p>Their test scores are good.</p> <p>They are treated as part of the class....not treated differently.</p> <p>"Not always are the ELLs the lowest in the class."</p> <p>Teacher discretion based on student need and time allotted in schedule to teach.</p> <p>Change Scheduling for Pull-Out and Push-In</p>
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>methods, and models and how you implemented instruction, what would you change?</p>	<p>Student placement in classes</p> <p>More time to have one on one with the students who need more support in reading and math</p> <p>Teach in material in a sequential manner that makes sense.</p> <p>Use more visuals.</p> <p>Provide tactile things for the students to use/touch.</p> <p>Pace instruction</p> <p>Use more technology</p> <p>Opportunities to teach systematically</p> <p>More manipulatives/concrete objects</p> <p>Cuing systems to help students connect with the information better</p> <p>Scaffolding</p> <p>ELL work in small groups in general education classroom/general education content</p> <p>Consider student learning styles more and teach for them.</p> <p>More project/activity work</p> <p>Add more strategies, methods, and models</p>
--	----------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>(Follow-Up Probe) Where do you feel you could find information to help you determine what strategies to use?</p> <p>(Follow-Up Probe) How would you assess project/activity work?</p> <p>What strategies, methods, and models would you recommend to someone who has never taught ELLs?</p>	<p>Become attentive to the specific needs of ELLs</p> <p>Allow more activities to be done in Spanish (native language).</p> <p>Use strategies, methods, and models to assist learning abstract concepts.</p> <p>Build vocabulary in all content areas</p> <p>Be more proactive and not spur of the moment.</p> <p>ESL endorsed colleagues, internet sites, resource books</p> <p>It would have to be assessed or graded by someone who knows the language.</p> <p>Build vocabulary Frayer model</p> <p>Build trust with the student</p> <p>Create a safe environment</p> <p>Team building in class</p> <p>Be patient and kind</p> <p>Start small/Take your time/step by step</p> <p>Give them opportunity and plenty of time to talk</p> <p>Don't assume anything</p>
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

		<p>Teach where their needs are</p> <p>Explicit Modeling (a lot)</p> <p>Give specific instructions</p> <p>Provide examples/non-examples</p> <p>Visuals</p> <p>Hands-on activities</p> <p>Label things</p> <p>Picture cues</p> <p>Build background</p> <p>Differentiate</p> <p>Connected vocabulary</p> <p>Kagan – Cooperative Learning</p> <p>Hand signals/gestures</p> <p>Assign a peer/encourager</p> <p>Do not assume math is a universal language.</p> <p>Groupings, other than ability grouping</p> <p>Allow the students to bring their culture and native language into the classroom</p> <p>Remember kids are kids</p> <p>Start at their level</p> <p>Student engagement and participation</p>
--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>(Follow-Up Probe) What do you mean by make it “kid-friendly”?</p> <p>What are some challenges you have encountered?</p> <p>(Follow-Up Probe) How do you feel the amount of material to be covered affects the ELLs?</p> <p>(Follow-Up Probe) What do you do to help alleviate the students from being overwhelmed?</p>	<p>Monitor (teacher observation) learning</p> <p>I’m not qualified to give suggestions.</p> <p>Use songs</p> <p>Make it “kid-friendly” Schedules should be “kid-friendly”.</p> <p>Too much material expected to be covered</p> <p>It’s more difficult to building reading comprehension</p> <p>Class sizes and the large percentage of ELLs in each class</p> <p>Using a reading series that does not allow adaptations to instruct really low students at their level</p> <p>Assessing prior and learned knowledge</p> <p>Attendance is not good</p> <p>I don’t know what I’m doing.</p> <p>Reading, there are so many rules. Letters & sounds are confusing.</p> <p>They have to be overwhelmed.</p> <p>Break up the lessons into multiple lessons/days.</p> <p>Stick to the topic until the</p>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>(What are some challenges you have encountered? Continued)</p>	<p>students are comfortable with moving on to the next topic.</p> <p>For reading, I use the school bookroom for appropriate book levels.</p> <p>ELLs have a fragmented day because of scheduling.</p> <p>Students not being able to understand presented material because of a deficiency in language acquisition.</p> <p>Homework: parents not being able to assist at home because they do not speak English.</p> <p>Students having adequate social language acquisition, but limited academic language acquisition.</p> <p>Scheduling: little or no time allotted to be able to focus on student needs</p> <p>Lack of materials in Spanish for Spanish ELLs</p> <p>Difficulty in knowing if student difficulty is due to language acquisition or academics</p> <p>The assumption that all ELLs' native language is Spanish</p> <p>identifying if ELLs may have more difficulty learning than due to language acquisition</p> <p>district process limits access to special services because of the understanding the student</p>
--	-----------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>(Follow-Up Probe) How does not being fluent in their native language affect their learning in the general education classroom? (Follow-Up Probe) What are some things you think could help you assess their understanding in reading?</p>	<p>is an ELL</p> <p>Or sometimes, students have been identified as Special Education, when it's really a language acquisition issue.</p> <p>Not being able to accurately assess student knowledge because of student language acquisition or lack of acquisition</p> <p>District level doesn't prepare teachers for expected student gains and adjustments necessary from year to year</p> <p>The ELL adopted curriculum does not match up with the general education adopted curriculum</p> <p>Communication – not being able to adequately communicate with parents</p> <p>Communication with students</p> <p>Translators – not knowing if they are conveying the desired message</p> <p>ELLs many times are not fluent in their native language as well as not in English</p> <p>They can't make connections as easily; makes learning more difficult.</p> <p>No suggestions, but feels the assessment of student knowledge of letter sounds and words is an unfair</p>
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>How has teaching ELLs in the general education classroom changed what you do?</p>	<p>assessment of ELLs since they don't know the language</p> <p>Opened teachers' eyes to ELLs' capabilities</p> <p>Do more reflection on instruction and scaffolding for ELLs</p> <p>Differentiate more</p> <p>Teach a lot more vocabulary</p> <p>Do more "small group" instruction</p> <p>Do more Read Aloud accommodations</p> <p>More pictures</p> <p>More manipulatives</p> <p>Students work together more</p> <p>Students are encouraged to talk more in class</p> <p>Reflective and deliberate teaching was intensified</p> <p>More cognizant of the ELLs culture and general customs</p> <p>Teach a student, not a lesson</p> <p>More specific planning</p> <p>Attempt to recognize the difference between behavior issues and the cultural differences that impose what may appear as disrespect</p> <p>Changed teacher's</p>
--	--------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>What are your perceptions of instructing ELLs in the general education classroom?</p> <p>(Follow-Up Prompt) Why do you think teachers feel having ELLs in the general education classroom makes it more difficult?</p> <p>What have been the positive things that have come from teaching ELLs in the general education classroom?</p>	<p>expectations of ELLs</p> <p>Teach to student needs</p> <p>Allow students to speak in native language at times</p> <p>Repetition i.e. students see things twice, hear things twice</p> <p>I'm overwhelmed and do not know what to do.</p> <p>Didn't have any expectations so nothing has changed.</p> <p>More visuals</p> <p>More Kagan structures</p> <p>More modeling, i.e. "I do, we do you do."</p> <p>It's good that the ELLs are in the general education classroom</p> <p>Believes many teachers are frustrated and do not want many ELLs in their classrooms for fear of not meeting district academic pressures and expectations.</p> <p>It's based on the talk about merit pay and expectations to for student performance on state assessments.</p> <p>ELLs hear the English language more</p> <p>Teaching more than one way</p> <p>ELLs are a part of the class</p>
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>(Follow-Up Probe) Are there any negatives to having the ELLs in general education classrooms, and if so, what are they?</p>	<p>ELLs' parents are supportive, Parents leave the responsibility to the teacher.</p> <p>ELLs are better behaved and demonstrate respect for others, particularly teachers, more than the general population.</p> <p>Parents are involved in students' education.</p> <p>ELLs' parents value education.</p> <p>Positive: progress ELLs make academically.</p> <p>It makes me think as a teacher.</p> <p>It offers diversity in the classroom.</p> <p>Standardized assessments do not properly assess ELLs' knowledge and learning. More time is required for lesson preparation</p> <p>Reading interventionists are not allowed to pull-out ELLs</p> <p>Many times help is not available at home</p> <p>Sometimes the students from migrant families have deficits in academic learning due to moving so much.</p> <p>Students may not get identified for Special Education services when needed or sometimes they get identified as students with</p>
--	---------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>(Follow-Up Probe) How do you know the parents have a difficult time accepting ELLs in the general education classroom?</p> <p>(Follow-Up Probe) Why do you think the parents feel that way?</p> <p>(Negatives)</p>	<p>Special Education when their learning is linguistic acquisition, not cognitive learning disabilities.</p> <p>Extra academic nights i.e. math or reading night, parents do not bring students.</p> <p>Sometimes the general education classroom is not the least restrictive environment.</p> <p>Sometimes ELLs “get lost in the umbrella”.</p> <p>General education families feel left out.</p> <p>General education parents are not accepting of ELLs in the classroom.</p> <p>They complain about notes being sent home in Spanish as well as English.</p> <p>They don’t understand the ESL program.</p> <p>Scheduling: ELLs missing out on general education instruction and student activities because of ESL pull-out instruction.</p> <p>ELL curriculum/expectations is not aligned with the general education curriculum/expectations.</p> <p>Not understanding the ESL program</p> <p>Parent relationship –more</p>
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

		<p>concerned about social and behavior issues than academic issues.</p> <p>Having ELLs in the classroom sometimes makes it harder, like for accommodations like Read Alouds.</p> <p>Not allowed to learn in their native language is difficult on the ELLs.</p> <p>Communication: Communication with student and teacher Teacher and parent</p> <p>Between student and parent about assignments/homework</p> <p>Interpreters to communicate with parents</p> <p>Inconvenience having a translator</p> <p>Lack of ELL support to meet the number of ELLs in the school</p> <p>No collaboration time for teachers to communicate and plan with ELL teachers</p> <p>Difficulty in assessing if the student(s)' difficulty is due to language acquisition, academic needs, comprehension, or learning disabilities</p> <p>Not enough training to feel successful in teaching ELLs</p> <p>Sometimes ELLs slow general</p>
--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>Do you feel student placement in the general education classroom has been effective?</p>	<p>education instruction down, but not always</p> <p>Not enough time given for the student to learn English.</p> <p>Too much pressure on ELLs to master content for state assessments</p> <p>It's a positive thing they are placed in the general education classroom</p> <p>It is improving.</p> <p>I don't know if it's effective.</p> <p>But, sometimes I think if they are just learning English, they should be in a separate class until they understand English better.</p> <p>Believes it is not natural for ELLs to be bussed across town rather than provide instruction in their home-neighborhood school.</p> <p>The procedure is not effective – diversity is not equitable across the grade level. i.e. NES are placed in one classroom in that grade, LEP are placed in other classrooms, some of the classes in that grade level don't have any ELLs.</p> <p>The classroom should show diversity – mixed abilities evident.</p> <p>ELLs are placed in classrooms for the convenience of the</p>
--	---------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>(Follow-Up Prompt) How do you feel about that?</p> <p>(Student placement)</p> <p>(Follow-Up Probe) How would you suggest ELL placement be done?</p>	<p>travelling (ESL, Special Education, and Math Intervention) teachers.</p> <p>Doesn't think it is good all the time; it would be more impactful for the student if the students were spread across all classrooms equally – increase the peer model ratio to ELLs.</p> <p>I think the schedule should be based on the teacher's schedule.</p> <p>Not effective – no equity across grade level with ELLs, students with Special Needs, academic levels in general population</p> <p>There should never be only one ELL in a classroom.</p> <p>Doesn't believe ELL identification is considered, but should be a factor; should not be a factor</p> <p>Placement should be based on ability in reading and math.</p> <p>The ELLs' abilities in classroom should be diverse.</p> <p>The ELLs' abilities in classroom should be the same.</p> <p>ELLs' placement should be based on teacher's training.</p> <p>Not sure how ELL placement should occur.</p> <p>District-wide policy for</p>
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>What, if any, additional support is available for the ELLs in your classroom?</p>	<p>former teachers to assign new year's lists based on behavior, ELL status, and academic status – mixed equitably.</p> <p>Low with low, high with high functioning in linguistics and academic abilities.</p> <p>Certified teacher Pull-out and/or Push-In ESL Paraprofessional Pull-out and/or Push-In ESL support.</p> <p>Math Intervention with general education intervention teacher</p> <p>Reading Intervention with a general education intervention teacher</p> <p>Music, band and PE help with social skills.</p> <p>ELL support helps in social areas.</p> <p>ESL program does not support the content areas based on general education expectations and learning goals.</p> <p>This year, ELL teachers go above and beyond their own assigned curriculum to support the general education curriculum, especially with vocabulary.</p> <p>The ELL teachers are frontloading material students should learn later in the year.</p> <p>The ELLs do not receive reading intervention outside</p>
--	--------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>(Follow-Up Probe) What does the support for math and reading look like, other than ESL classes?</p> <p>In your opinion has, if any, support in the ELLs' native language affected the core content areas of instructional, social and cultural areas in the general education classroom? If so, how?</p>	<p>ESL services.</p> <p>Teachers are not familiar with the ESL program being taught and question why the ELLs are not taught in congruence with the reading skills being taught in the general education classroom.</p> <p>Pull-Out occurs during general education Science and Social Studies</p> <p>Math intervention for students that score below a percentage in that grade level. Pull-out with Math interventionist.</p> <p>Native language is not used to support student(s) with instruction.</p> <p>If there was, I think it would make correlation easier to English.</p> <p>It helps them feel successful.</p> <p>Other adults (i.e. school counselor) assist in social contexts in Spanish.</p> <p>Spanish Math Homework is sent at parent's request.</p> <p>Parent reading in native language with students is positive.</p> <p>Peer conversations/tutoring</p> <p>Little support for all students</p> <p>Many of the ELL students are not able to understand</p>
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>(Follow-Up Probe) How has the support in the native language affected the ELLs' social skills?</p>	<p>academic content in their native language, either.</p> <p>Social areas are sometimes addressed if the student speaks Spanish to assist with better understanding in the social context i.e. adult/students assist in the native language.</p> <p>It has increased the ELLs content knowledge. (The support the ELLs would receive in their native language would be with the school's paraprofessional because she speaks Spanish.)</p> <p>For the most part it helps their social language improve which eventually helps improve the academic language.</p> <p>It made them feel better socially.</p>
	<p>(Follow-Up Probe) What if the ELLs are represented by diverse languages, not just Spanish?</p>	<p>That would be different.</p> <p>It is difficult and frustrating.</p>

APPENDIX J

Analysis Table – Criteria to Determine Assessment Methods

<p>What criteria do participants use to determine assessment methods to monitor, evaluate, and guide effective instructional strategies, methods, and models to enhance learning for ELLs?</p>	<p>(Follow-Up Probe) How do you assess the learning?</p>	<p>Checklists based on District Curriculum</p> <p>Assessments are one size fits all</p> <p>Assessment Rubrics based on District Curriculum</p> <p>Formative Assessments Norm-Referenced Tests Summative Assessments</p> <p>Portfolios</p> <p>Teacher observation and informal assessment</p> <p>Adopted Curriculum Assessments: with modifications</p> <p>Anecdotal notes with observational comments</p> <p>Assessments need to be diversified based on student needs. Example: a scribe for difficulty with writing their answer.</p> <p>Teacher assess through <u>communication with student</u></p> <p>Student presentations based on District Curriculum Rubrics</p> <p>Teacher-designed assessments</p> <p>Quick Phonics Screener or Assessment</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>What changes have you seen in your (general education) students when using these strategies, methods, and models?</p> <p>What changes have you seen in your ELLs when using these strategies, methods, and models?</p> <p>(Follow-Up Probe) Why do you think the math growth occurs faster than the reading growth?</p>	<p>The strategies, methods, and models help all students</p> <p>They build knowledge, and help students make connections.</p> <p>The have more confidence in speaking and understanding.</p> <p>They help the students transfer learned knowledge to other content areas.</p> <p>It has provided “frontloading” for all students to be successful.</p> <p>Scaffolding</p> <p>Vocabulary is better</p> <p>Little difference between ELLs and general population.</p> <p>The learning occurs at a faster pace.</p> <p>Not as much growth as the general population.</p> <p>Sometimes ELLs are higher academically than the general population.</p> <p>Math growth comes faster than reading growth.</p> <p>Math is more concrete and doesn’t have as many rules as reading.</p> <p>It depends on where they are academically, just like it would for the general population.</p>
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>(Follow-Up Probe) Why do you think there is little difference other than the language acquisition?</p>	<p>It transcends language and helps them build background and make connections.</p> <p>Teaching in a school with the majority of general population is low socio-economic status.</p> <p>Lack of home support</p>
--	---------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------