ABSTRACT

Title of Dissertation: UNCOVERING MAINSTREAM CLASSROOM
TEACHERS' UNDERSTANDING OF
WORKING WITH ENGLISH LEARNERS

Karen Y Walkinshaw Garris, Doctor of
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Dissertation directed by: David Imig
Professor of the Practice

Drew S. Fagan
Assistant Clinical Professor, Applied Linguistics
and Language Education

The purpose of this exploratory study was to analyze the mainstream classroom teachers in this unique K-8 school setting report focusing on English Learners (ELs), what they perceive to be their roles and responsibilities in working with ELs, and what they want to learn further about ELs. For this study, mainstream teachers refer to those who provide content instruction to ELs in the areas of language arts, mathematics, science, and social studies. The study addressed three questions regarding mainstream teachers including what they report that they currently know about working with ELs; what they perceive their roles and responsibilities to be in instructing ELs; and what knowledge and skills they need to better work with ELs. Semi-structured interviews were

conducted with eight of elementary and middle grades teachers at one school in a large urban district. Teachers were selected based on the criteria that they were teachers of language arts, mathematics, science and social studies in grades 4 through 8 and had ELs enrolled in their class. Interviews were also conducted with the ESL teacher at the same school and the district Title III Supervisor. Key findings included the following: mainstream teachers used the same instructional strategies for ELs that was used for all students, the mainstream was responsible for teaching ELs, and a need for professional development and resources in order to be successful instructing ELs.

UNCOVERING MAINSTREAM CLASSROOM TEACHERS'
UNDERSTANDING OF WORKING WITH ENGLISH LEARNERS

by

Karen Y Walkinshaw Garris

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Advisory Committee:
Drew Fagan, Ed.D. Co-Chair
David Imig, Ph.D. Co-Chair
Helene K. Cohen, Ed.D.
Margaret McLaughlin, Ph.D.
Donna Wiseman, Ph.D.

Dedication

I dedicate this dissertation to my family and close friends who saw me through this journey. First and foremost, this is dedicated to my immediate family which consists of my mother, my father, and my two sisters who provided unwavering moral support to me. Additionally, I dedicate this dissertation to my husband who encouraged me to continue through this process when there were many instances that I did not believe that I would be able to finish.

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I would like to acknowledge Dr. Drew Fagan who provided me with immeasurable guidance. He kept me on track with up to date resources and understood my learning style and assisted me in being focused. With his guidance, I was able to fully understand the needs of English learners and how to inform my questionnaire.

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Last, I would like to acknowledge Dr. Margaret McLaughlin. She ensured that I not only went from the abstract to the concrete and said things in general terms in order for everyone to understand. She provided me with resources which allowed me to delve further into my dissertation topic. She encouraged me to keep moving forward with my topic and not to give up.

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Chapter 1: Introduction to the Problem

Recently, the United States has witnessed a significant increase in English Learners[1] (ELs) in schools across the nation (McIntyre, Kyle, Chen, Munoz, & Beldon, 2010). According to the National Center for Educational Statistics (2018), for the 2015-16 school year ELs represented 9.5% of all public-school students, up from 8.8% in 2003-04. Sutton, Cornelius and McDonald-Gordon (2012) note that the number of ELs among the student population in the U.S. grew more than 60% from 1996 to 2006. During the same period, the total school population increased by only 3%. Among the EL school age population, 80% reported Spanish as their first language, while the remaining 20% reported over 400 different languages that were used in the home (Sutton, Cornelius and McDonald-Gordon, 2012). This population of ELs includes those who are exposed to a language other than English at home and may be more proficient in that language, proficient in both languages, or English dominant (August & Hakuta, 1997; August & Shanahan, 2006).

The increased number of ELs in schools poses a problem as mainstream classroom teachers lack best practices regarding how to teach students within this category, resulting in the overall lower achievement on state standardized tests of ELs (Hill & Flynn, 2006). ELs are at an "elevated risk for reading difficulties" (Keiffer, 2008, p. 852) and often enter schools without the English language skills required to be successful in academia (Christodoulou & Shabker, 2014; Mancilla-Martinez, 2014; Gallegos & Wise, 2011). According to LeClair, Doll, Osborn, and Jones (2009), "many

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[1] Numerous terms have been used for this population. English language learners (ELL), Limited English Proficiency (LEP), and English Second Languages (ESL). For the purpose of this project, English Learner (EL) will be used in connection to Every Student Succeeds Act (ESSA).

[ELs] are not succeeding in the U.S. classrooms, despite receiving additional support services" (p. 568). The additional support for ELs was usually given by an English Speakers of Other Languages' (ESOL) teacher (Hill & Flynn, 2006). For the purposes of this paper, mainstream classroom teachers are those who help ELs with their language ability by providing academic content (D. E. Freeman & Freeman, 2014) while ESOL teachers provide language development (D. E. Freeman & Freeman, 2007).

Performance of students identified as ELs on state assessments is lower when compared to other student groups. For example, in New Jersey a recent performance on the 2018 4th grade Partnership for Assessment of Readiness for College and Careers (PARCC) English Language Arts assessment 87% of ELs did not meet expectations, a decrease from 88% in 2015. This compares to only 42% of the all student group not meeting expectations on PARCC in 2018 a decrease from 46% in 2015 (https://www.state.nj.us/education/schools/achievement/18/parcc/spring/Grade0308.pdf). While these are limited examples, the assessment results point to the challenges facing schools as the population of ELs increases and schools must increase achievement for all. As Contreras (2002) states, "The primary focus of contemporary educational reforms has been aiding all elementary and secondary students to meet high, universally competitive standards of achievement in core academic subjects" (p. 140).

Low achievement for ELs. One problem is that second language acquisition (SLA) takes time and the amount of time needed to acquire a second language varies and depends on the individual (D.E. Freeman & Freeman, 2011; Y.S. Freeman, Freeman, & Mercuri, 2002). Within public schools, ELs not only are expected to demonstrate proficiency in English but also demonstrate academic proficiency on state standardized

tests after being in schools for a short amount of time (D.E. Freeman & Freeman, 2011).

The Every Student Succeeds Act (ESSA), which is the latest reauthorization of the

Elementary and Secondary Education Act of 1965, gives each state the flexibility to

administer state standardized tests to ELs during either their first or second year in a U.S.

school. ELs also must contend with external factors potentially hindering their academic

success. Some ELs just entering the public school system in the US, for example, may

have had limited educational experiences in their own country, thus potentially having

limited literacy training in their first languages (L1s). Many also live in areas in which

the native language is spoken in the neighborhood, meaning they have limited exposure

to English outside of school (Y.S. Freeman et al., 2002; D.E. Freeman & Freeman, 2007).

Furthermore, some ELs live in poverty without having access to food stamps or other

financial assistance (Contreras, 2002). While educators are unable to control such

external factors, when ELs enter classrooms they are entitled to receive a free and

appropriate public education (Contreras, 2002). Y.S. Freeman, Freeman, and Mercuri

(2002) stated that it takes a skilled teacher who possesses researched-based methods to

close the achievement gap for ELs to ensure student success. D.E. Freeman and Freeman

(2011) indicate that only about 17% of people in the U.S. speak at least two languages.

However, there are other possible reasons for low EL achievement: the capacity and

willingness of the mainstream classroom teacher to determine how to meet the needs of

ELs, the English Speakers of Other Languages (ESOL) model utilized by a school district

(Honigsfeld 2009), teacher perceptions of EL students (Téllez & Manthey 2015), and the

failure of school districts to listen to the needs of classroom teachers to support EL

students (Gándara, Maxwell-Jolly, & Driscoll, 2005).

To better understand the roles that teachers play in EL academic achievement, the current study explores mainstream classroom teachers' perceptions of working with ELs to meet their academic and linguistic needs. This study will take place in one school in a large urban mid-Atlantic state school district, Sunny School in New Jersey (NJ). This particular school was selected due to the history of the city of Sunny, its racially diversified demographics, the rationale behind school funding (based on Abbott v Burke court case), and the Urban Hope Act of 2012 that allowed charter companies to open charter schools to replace public schools in Sunny, NJ. New Jersey has the fourth highest number of recent immigrants to the US (NJ ESSA Plan, 2018). Sunny was the neighboring city to the epicenter of the mid-Atlantic. During its heyday, finding a place to live in Sunny was the biggest challenge confronting people coming to this once bustling city. When civil unrest occurred during the 1960s, the racial demographics changed, and abandoned houses became the norm for Sunny (Gillette, 2005). By the 1980s, Sunny could not properly fund schools and a lawsuit took place on behalf of Sunny and a majority of other economically depressed areas in NJ (Gillette, 2005). This lawsuit resulted in a new funding formula for schools, which was implemented in the 1990s (Gillette, 2005; Kozol, 1992). However, by 2012 public schools in Sunny School District (SSD) were taken over by the state department of education. In response, the Urban Hope Act was passed in 2012, which allowed charter companies to open renaissance schools in three underperforming school districts (http://www.nj.gov/education/renaissance/2014UHA.pdf). Only one district responded, with SSD announcing its vision to students, families, and educators in the form of five promises (http://assets.njspotlight.com/assets/14/0127/2141). Furthermore, the third

promise states that SSD make a commitment to improve the initial experience of ELs by providing research driven instructional practices. The Sunny School District, with an enrollment of 6800, has had an EL enrollment of 5% since 2015.

Education of ELs

Education policy concerning language of instruction has greatly influenced EL education. During most of the history of US education, the majority of immigrant ELs were taught in English. However, there are instances during the 1800s in which some students in Louisiana were taught in French and some students in New Mexico were taught in Spanish (MacDonald, 2001). Another example was in Texas, where the English language was supposed to be the principal language, Spanish and German were the primary languages used in schools (MacDonald, 2004). In 1919, a publication entitled, *Public Education in the United States*, promoted assimilation to encourage homogeneity as the solution to the U.S. immigration problem. From 1920 to the 1960s, English-only classrooms continued to be the dominant method of instruction for ELs. ELs had to sink or swim in classrooms with little to no language acquisition support (MacDonald, 2001).

Since 1964, federal policy has endeavored to support all students. Schools are regarded as government agencies as such the Civil Rights Act of 1964 prevents discrimination in a government agency. The Elementary and Secondary Education Act (ESEA) of 1965 improved education for all students by providing states with additional funding to support students of poverty, known as Title I. Additionally, through Title II, ESEA authorized support for teacher improvement. Furthermore in 1965, ESEA provided funds for bilingual education through Title VII, which began to address the need for state and local school districts to facilitate equal education opportunities for language minority

students (Wiese & Garcia, 1998). Another federal policy to support ELs was the Equal Education Opportunities Act of 1974 which required states to take appropriate action to overcome language barriers for all students (Sutton, Cornelius, & McDonald, 2012).

Court cases have also influenced how ELs are to be educated. In *Lau v. Nichols* (1974), Chinese students in California made the claim that they were not receiving the special help needed due to their inability to speak English. These students asserted that the San Francisco School District discriminated against them in violation of Title VI in the Equal Educational Opportunity Act (1974). The U.S. Supreme Court ruled in favor of the students. The ruling expanded the rights of students who possessed an inability to speak fluent English by requiring school systems to provide support for students who did not speak fluent English. Thus, this was the beginning of EL as a designated group of students (Ragan & Lesauz, 2006). In the case of *Castaneda v. Pickard* (1981), a father claimed that his two Mexican-American children were being discriminated against because of their ethnicity. He claimed that his children were being taught in segregated classrooms. He also claimed that the Raymondville Independent School District in Texas failed to establish sufficient bilingual education programs for his children. Initially, the court system ruled in favor of the school district but upon appeal ruled in favor of Castaneda. The court ruling provided a three-prong criteria that school districts must use when addressing the needs of the EL student. The three criteria were: (1) the bilingual program must be based on sound educational theory, (2) the program must be implemented effectively with resources for personnel, instructional material and space, and (3) after a trial period, the program must be proven effective in overcoming language

barriers. The Castaneda case gave school districts the parameters that they needed to support EL students (Ragan & Lesaux, 2006).

Recent reauthorizations of ESEA have also put greater emphasis and focus on the educational achievement and other outcomes of ELs. The 2001 No Child Left Behind Act (NCLB) required states to report assessment results, graduation rates and other educational outcomes by subgroups, EL status being one (Ragan & Lesaux, 2006). States were also required to have test accommodation policies for EL students to permit them to participate in the state assessments that are used for accountability. Disaggregating student data by student groups brought EL student academic achievement into the spotlight (Contreras, 2002). The accountability component of NCLB "ignited a reform movement by establishing high expectations for all students and by creating strong accountability for public schools to demonstrate high student achievement" (Good, Masewicz, & Vogel, 2010, p. 322).

In December 2015, ESEA was reauthorized as the Every Student Succeeds Act (ESSA) which holds school systems accountable for student groups/classifications. Furthermore, school systems are being held accountable for gender, racial, special needs, and language classifications. The accountability measure for ELs as a subgroup is now in Title I, comparing the EL group to their peer subgroups on state standardized tests. The Teaching English to Speakers of Other Languages (TESOL) ESSA Toolkit explains that placing the accountability measures under Title I for ELs serves many purposes. First, ESSA requires any state that receives Title I funding to have an EL plan that adopts the English language proficiency standards which measures English language proficiency levels in the domains of speaking, listening, reading and writing. Moreover, the EL plans

must address the different levels of English proficiency. Additionally, ESSA holds schools and school systems accountable for EL students to make yearly progress in acquiring English. Consequently, if schools have underperforming subgroups such as ELs for four consecutive years, the state is required to come up with a plan which can include firing the principal and teachers. According to Saultz, Fusarelli, and McEachin (2017), with ESSA moving ELs to Title I, requires all school districts that receive Title I funding to be accountable for ELs. Previously, only districts that received Title III funds were accountable.

Further changes under ESSA include all schools being responsible for the yearly progress of all ELs' English proficiency irrespective of their receiving Title I money for ELs. Additionally, though ESSA does not have the adequate yearly progress (AYP) provision, states are still required to implement a state designed accountability system with long term goals and annual indicators for all student groups and subgroups that were defined in NCLB. Previously, Title I only accounted for student groups being compared to each other which included students of poverty. Beginning with NCLB and continuing with ESSA, ELs are required to take an English language proficiency test each year; however, states must now have long-term and short-term English language proficiency goals.

According to the TESOL ESSA Resource Kit (2016), under NCLB, Title III required school systems to demonstrate ELs' yearly gains in English proficiency only if a district received Title III funds. However, under ESSA, all school systems must report EL proficiency irrespective of receiving Title III funds since proficiency of ELs is now under the auspice of Title I. States have used these proficiency tests to determine when an EL

may be exited from special programs or services and the assessments and criteria for exit

vary by state (Ragan & Lesaux, 2006). The TESOL ESSA Resource Kit (2016) explains

that in ESSA, Title III requires states to have entrance and exit requirements to programs

for ELs, whereas there was no previous provision for such exams in Title I. ESSA called

for a consolidated state plan by State Education Agencies (SEA) that included

provisions for Title I and Title III. These plans were due in Washington in 2017 and all

but four of them have been approved by the US Department of Education.

The ESSA state plan for New Jersey (NJ) was submitted in March 2017 and

subsequently revised and resubmitted, and approved by the US Department of Education

in August 2017 (http://www.state.nj.us/education/ESSA/plan/plan.pdf). As finally

approved, the Plan calls for New Jersey schools to ensure that by the year 2023, 86% of

ELs will be making annual progress toward attaining English language proficiency,

which will be based on the school's 2017-2018 language proficiency baseline data.

Additionally, if an EL enters an English Speakers of Other Languages (ESOL) program

with an English Language Proficiency (ELP) of Level 1, then they are expected to be

proficient in English in five years. Moreover, if an EL student enters at Level 2, they will

have four years to achieve proficiency. This pattern continues until a student enters on

Level 4, then the student only has one year to achieve proficiency

(http://www.state.nj.us/education/ESSA/plan/plan.pdf). Though the NJ ESSA plan uses

research from the National Evaluation of Title III Implementation Supplemental report, it

is unclear how ELs are assigned to each of the respective levels

(https://www2.ed.gov/rschstat/eval/title-iii/implementation-supplemental-report.pdf). NJ

has placed a caveat in their ESSA plan that requests the opportunity to update their ELs

goals, based on February 2018 and November 2018 English proficiency data

(http://www.state.nj.us/education/ESSA/plan/plan.pdf). Furthermore, the long-term goals

for ELs for Language Arts and Mathematics on PARCC are both 80% by 2030. As of

this writing, the baseline EL data for the NJ ESSA plan is 11.34% and mathematics is

14.34% respectively (http://www.state.nj.us/education/ESSA/plan/plan.pdf). Last, though

the NJ ESSA plan has specific stipulations in place for teacher professional development

in language arts and mathematics, the plan does not provide distinct provisions to

professionally develop teachers for any ESOL program for our ELs. Therefore, school

districts have latitude on providing ESOL teacher professional development.

　　According to the New Jersey Department of Education (NJDOE) website, the Title III

Office/Bilingual Department follows the administrative code and statue for Bilingual

Education (https://www.state.nj.us/education/bilingual/policy/). Furthermore, there is an

Implementing English Language Learner Program Services document

(https://www.state.nj.us/education/bilingual/policy/ImplementingELLPrograms.pdf).

This document defines the parameters of the level of support for ELs. Additionally,

school districts are required to submit an EL plan of support every three years to the

NJDOE Title III Office. Depending on the number of ELs, school districts can provide

the following level of support:

- English language services in a school district that has at least one but fewer than
  10 ELs. English language service is defined as services designed to improve the
  English language skills in addition to the regular school program.

- English as a Second Language (ESL) Program that addresses the WIDA English
  language development standards in a school district that has between 10 and

fewer than 20 ELs. Students in this program would receive a daily period of instruction in ESL support.

- Bilingual education program in a school district that has 20 or more ELs in any one language classification. Students in the bilingual education program would receive ESL instruction in addition to the bilingual education curriculum. Students would be in enrolled in a full-time program of bilingual instruction in all courses or subjects

(https://www.state.nj.us/education/bilingual/policy/ImplementingELLPrograms.pdf).

In their EL plan of support, school districts are supposed to develop plan for training bilingual, ESL, and mainstream teachers along with administrators that includes instructional strategies to help EL meet the state curriculum standards along with the WIDA English Language Development (ELD) Standards. Moreover, the plan must include identification of ELs and exit criteria. The identification of ELs includes a home language survey and a screening process which includes an English proficiency test, previous academic performance, and assessing the level of reading in English. The exit criteria for ELs includes an English proficiency test with a composite score of 4.5 or higher on the Assessing Comprehension and Communication in English State-to-State (ACCESS) test, current performance on state assessments, and the student's reading level in English (http://www.state.nj.us/education/ESSA/plan/plan.pdf).

Defining EL Status

Although Kieffer (2008) uses the term Language Minority (LM), ESSA does not use this term in the reference to the educational setting (TESOL ESSA Resource Kit,

2016). The EL label is a temporary classification that is placed on students for educational purposes while Language Minority learner status is a fixed characteristic that does not change over time, (Kieffer, 2008). As noted by Kieffer (2008), there are two broad categories of students in U.S. schools, English speaking and LM students. The LM category is divided into four subgroups. The first group consists of students who are new to the US with adequate schooling (D.E. Freeman & Freeman, 2007, 2011; Y.S. Freeman et al., 2002). These are students who are proficient in their native language and English. This group typically does not receive English for Speakers of Other Languages' (ESOL) support or services as they are proficient in English, as determined by the test of English ability (Keifer, 2008). However, if they do receive ESOL services they typically catch up to their peers, but they may score low on academic assessments given in English, (D.E. Freeman & Freeman, 2011). Most schools would categorize these students as newly arrived with adequate schooling (D.E. Freeman & Freeman, 2007, 2011; Y. S. Freeman et al., 2002). Group two consists of students with limited or interrupted formal education (SLIFE). Students in this group lack English proficiency, have limited literacy in their L1, have limited or no formal education, and are composed of "unschooled migrant youth" (DuCapua & Marshall, 2010, p. 160). Other characteristics include: recently arriving to the US (less than five years), being at least two grade levels behind in math, and having poor academic achievement (D. E. Freeman & Freeman, 2007, 2011; Y. S. Freeman et al., 2002). There are some instances in which many SLIFEs do not have consistent school/academic experiences to draw from when trying to make the connection from their native language to English, however, they have a plethora of real-world experiences which can build cultural capacity in the classroom (DeCapua & Marshall,

2010; D. E. Freeman & Freeman, 2007; Y. S. Freeman et al., 2002). They would be considered newly arrived with limited formal schooling (D. E. Freeman & Freeman, 2011; Y. S. Freeman et al., 2002). The third group of ELs are students who only speak a language other than English in the household who could have been born in the US or arrived at a very early age (Kim, Curby, & Winsler, 2014). Otherwise known as long-term ELs, or LTELs (Y. S. Freeman et al., 2002), characteristics of this group are the following: the majority of their education occurred within the US public education system and they are often below grade level in reading and writing, have not had a consistent ESOL program, struggled in content classes, and may have been retained. Brooks (2018) warns teachers and other school professionals to be wary of misconceptions placed on LTELs which range from the notion that they have similar language and academic profiles to generalizing that they are still just learning English.

A different perspective on classifying ELs is what Ogbu (1991) terms *immigrant minorities* and *involuntary minorities*. Immigrant minorities are defined as those who recently came to the US and believe that they can go back to their homeland and use the skills and academic degrees that they earned in the US, whereas involuntary minorities have lived in the US for many years and have assimilated into American culture and ideas. Often, they do not believe that they will go back to a homeland (Ogbu, 1991).

As previously noted, when ELs enter schools in the U.S. they are tested to determine the amount of English they know in order to determine whether they are eligible for ESOL services (Kieffer, 2008). For those students who are determined to require English language instruction, and whose parents agree to allow for extra assistance, schools will categorize the students as an EL and determine their level of

English proficiency based on what is necessary to gain full access to mainstream instruction with or without additional language supports (August & Shanahan, 2006). Additionally, an EL plan which outlines services to be received by the student is required for all ELs who qualify for and whose parents agree to having them receive additional support through an English for Speakers of Other Languages (ESOL) program. Their placement is determined by the test of English ability that is taken upon registration (Gallegos & Wise, 2011). The level of support can range from teacher pull-out support to a full immersion program based on the English proficiency of the student and the availability of EL programs within a school district (Gallegos & Wise, 2011). Though different groups of ELs may be entering the classroom with different countries of origin and educational, linguistic, cultural backgrounds, they are all classified under the EL umbrella and are thus all put into the same ESOL program to receive services (D. E. Freeman & Freeman, 2007, 2011; Y. S. Freeman et al., 2002). By the same token, educators need to be aware that a "one size fits all" perspective to working with ELs will not successfully address each individual's academic and language needs.

English Language Development (ELD) Standards and Assessment

It is important to know the policies and laws that made EL education feasible and as well as to understand how we categorize ELs and place them into programs. This knowledge should make the juxtaposition to the standards and assessments for ELs more salient. Indeed, ELs have two set of standards to which teachers are held accountable in ESSA. First, there are the state standards in which at least two mid-Atlantic states use Common Core State Standards. Concurrently, the second set of standards are the English Language Development (ELD) Standards and Assessment. Though both sets of standards

are important for ELs to learn and achieve, given that this project has a focus on English proficiency and English language acquisition, only the ELD Standards and Assessment will be discussed.

Providing educational programs for EL students is court mandated, yet school districts determine the amount of support that a student receives in an EL program (Ragan & Lesaux, 2006). As noted earlier, the eligibility for support is established through state determined assessments and policies. In an attempt to make the assessments more standardized, the WIDA Consortium was developed in 2003 through a U.S. Department of Education Enhanced Assessment Grant. The WIDA Consortium began with three states, Wisconsin, Delaware, and Arkansas, hence the acronym WIDA. Since then, WIDA has grown so that as of December 2017, there were 39 states that are now a part of the WIDA Consortium (https://www.wida.us/).

The WIDA Consortium created the English Language Development (ELD) standards. The five ELD standards include: (1) Social & Instructional Language, (2) the language of Language Arts, (3) the language of Mathematics, (4) the language of Science, and (5) the language of Social Studies. Each standard has its own set of requirements at each grade level that a student must attain in order to demonstrate English proficiency (https://www.wida.us/standards/eld.aspx). The Center for Applied Linguistics, in addition to the Consortium, also developed the Assessing Comprehension and Communication in English State-to-State (ACCESS), based on the ELD that is a criterion referenced English language proficiency (ELP) test administered to more than 840,000 EL students in the U.S. annually. WIDA administers the ACCESS test (Fox &

Fairbairn, 2005; WIDA, 2017). At the time of the development of this paper, NJ has administered ACCESS 2.0 for two years (http://www.nj.gov/education/bilingual/ells/20/).

ACCESS 2.0 assesses social and general academic English in reading, speaking, listening, and writing along with the academic language that is used in language arts, mathematics, science and social studies (https://www.wida.us/standards/eld.aspx). The composite score on ACCESS 2.0 ranges from 1.0 to 6.0. The six WIDA language proficiency levels are as follows: 1-Entering, 2-Beginning, 3-Developing, 4-Expanding, 5-Bridging, and 6-Reaching. In addition, the proficiency level has a decimal point to the tenths place. The number to the right of the decimal point indicates the degree of proficiency in relation to the range of the cut scores. The WIDA ELP standards are generated in five grade level clusters, Kindergarten, grades 1-2, 3-5, 6-8, and 9-12. WIDA test developers refer to this as the horizontal dimension of the test. With the exception of Kindergarten, test developers created a vertical dimension to the test into three overlapping tiers: Tier A for beginning ELs, Tier B for intermediate ELs, and Tier C for advanced ELs. These tiers reflect the range of proficiency within each of the clusters and across the domains of speaking, listening, reading, and writing (Fox & Fairbairn, 2011). For example, a 3rd grade student took Tier B ACCESS 2.0 and received a composite score of 3.8. This student is considered developing at a rate that is at the high end of developing (3) and close to expanding (4). The sub-scores of listening, speaking, reading, and writing would be analyzed to determine the strengths and weaknesses for the student (https://www.wida.us/standards/eld.aspx). States set their own cut scores for what is considered acquisition of English language. For example, an EL in one mid-Atlantic state, Maryland, requires a 5.0 composite score with a 4.0 or higher on Literacy

(http://www.marylandpublicschools.org/about/Documents/ESSA/MDESSASubmissionConsolidatedStatePlanFinal.pdf) to be considered English proficient and exit the ESOL program while an EL in another mid-Atlantic state, New Jersey, would only need a 4.5 composite score on ACCESS to exit the ESOL program (http://www.state.nj.us/education/bilingual/policy/). This means that an EL with an ACCESS composite score of 4.6 would exit the ESOL program in NJ. However, if the same student received an ACCESS composite score of 4.6 in Maryland, the student would still be in the ESOL program. Reiterating that each state sets their own cut score for the acquisition of English language.

The TESOL ESSA Toolkit indicates that ACCESS 2.0 test results are reported to the US Department of Education by what is known as, annual measurable achievement objectives, AMAO I and AMAO II. Additionally, AMAO I determines if ELs have made progress in acquiring English and AMAO II determines if a student exits from the ESOL program. Furthermore, according to ESSA, when students exit the ESOL program they will receive four additional years of monitoring before they are completely removed from the ESOL system. However, if a student is not exited out of the program, the student is given another year of ESOL services (http://www.tesol.org/docs/default-source/ppt/tesol-essa-resource-kit-final0d938542f2fd6d058c49ff00004ecf9b.pdf?sfvrsn=0). As in prior years, the cycle of assessing and determining service eligibility continues for the student until the student is finished with the ESOL program (Ragan & Lesaux, 2006).

The ACCESS 2.0 English Language Test does not account for levels of formal schooling that ELs may have had. For example, test results are not disaggregated by categories of language minority (LM) students such as those who are bilingual/bi-literate

or students with limited or interrupted formal education (DeCapua & Marshall, 2010). Disaggregated ACCESS 2.0 data by level of formal schooling could potentially impact the mainstream teacher for planning purposes, which could allow for teachers to bring an EL's culture into the classroom. According to Ragen and Lesaux (2006), providing the additional categorization for EL students could help identify specific characteristics within the EL group that might allow schools to provide them with the most appropriate educational program.

Overall, ELs are expected to acquire English while simultaneously learning academic content. As previously stated, Y. S. Freeman et al., (2002) acknowledge that it takes time to acquire a second language, yet the goals of the ESSA Consolidated State Plan for New Jersey requires PARCC scores of 80% in Language Arts and Mathematics for ELs by 2030, even if the EL was in school for a short amount of time. ELs in ESOL programs are being held to the same threshold of passing state's reading and mathematics assessments as their non-ESOL peers while concurrently being assessed on English language acquisition. The complexity of the systems of assessments that are in place for ELs to demonstrate success can be overwhelming for not only ELs but also the teachers who educate them.

The preceding section introduced the problem with a brief history of the education of ELs and a definition of the EL status. The section concluded with the English Language Development Standards and the assessment associated with it. The next section investigates education models used to support EL, teacher perceptions of ELs, and teacher capacity.

Literature Review

As the number of ELs increases throughout the U.S., school districts must be proactive in providing services or programs to meet this student population's needs. ESSA required that each state department of education have an ESSA state plan in place by the start of the 2018-2019 school year for all students with a stipulation to include ELs even if Title I funds are not used to support them. This will require knowledge of evidence-based practices so that all teachers, not just ESOL teachers, have the skills to provide support to ELs across the curriculum. To situate the current study investigating EL education within Sunny, NJ, and, specifically Sunny School, the focus was on the research that examines various ESOL educational models, teacher perceptions of ELs, and teacher capacity for working with ELs.

Educational Models

August and Shanahan (2006) acknowledge that "research has failed to provide a complete answer to what constitutes high quality instruction for language minority students" (p. 16). Though ELs may speak English, a communication gap exists because of the academic language that is required to be successful in school. However, many educators often mistake conversational English as an EL students' ability to be successful in school (Kim, Curby, & Winsler, 2014). This lack of language proficiency causes many ELs to work at least twice as hard as their English-speaking peers (Gallegos & Wise, 2011). EL students often need to read texts in English, translate what they read into their native language, answer questions in their native language, translate their answers to English, and finally communicate their answers in English to receive full credit for the answer (Gallegos & Wise, 2011).

The lack of language experience is compounded when students are living in an area that has a high concentration of other ELs (Kim et al. 2014). When students are either living together or attend a school with other ELs who speak the same language, it causes students to rely on their native language instead of learning the academic English language which is the English required to complete school tasks (Kim et al. 2014; D. E. Freeman & Freeman, 2007). They rely on each other for support and do not gain the necessary English skills to be successful in school. Kieffer (2008) was able to demonstrate that ELs who live in isolation or who do not have many other ELs that attend the same school achieve literacy and language at similar rates as native English speakers. The isolated ELs do not have anyone else to rely on for support in their native language and are almost forced to learn English in order to communicate with others (Kim et al. 2014).

There are several educational models or methods that teachers use with EL instruction. Honigsfeld (2009) describes five EL models that can be used for EL instruction: an English-language monolingual program (no EL support), English-monolingual-plus-ESOL program (regular education classroom with ESOL support), transitional bilingual education program (students receive ESOL support but are taught in their native language), maintenance bilingual education program (students are taught in both English and their native language with the goal being proficiency in both languages), and sheltered immersion program (subject matter is presented in English but done in a manner for ELs to understand). Honigsfeld (2009) concluded that the best method is the sheltered immersion model because it is the only "program to date that helps students reach the 50th percentile in both their native language and English in all

subjects as well as maintain that level of high achievement through the end of their schooling" (2009, p. 170). However, the concern for this model is the amount of money that it costs to successfully maintain the program. Students who received some ESOL support had better English and math scores than those students in the English monolingual program, which showed large decreases in reading and math proficiency. Honigsfeld (2009) recommends that a school or school district answer a series of four questions when determining the program that they are going to use: "Who will provide instruction, what curriculum and methods will be used, what will the language of instruction be, and what is the desired outcome for the ELL student?" (2009, p. 167).

McIntyre, Kyle, Chen, Munoz, and Beldon (2010) describe the Sheltered Instruction Observation Protocol (SIOP) as a key example of sheltered immersion. This specific protocol is designed for ELs and includes eight components: preparation, building background, comprehensible input, strategies, interaction, practice/application, lesson delivery, and review/assessment (Echevarria & Vogt, 2010; McIntyre et al., 2010). Teachers need specific training in this protocol in order to provide the correct support to students. The SIOP model is an "instructional framework that is used to help elementary and secondary teachers support ELLs" (Daniel & Conlin, 2015, p. 169). Additionally, this tool helps teachers gain the necessary knowledge, skills, and dispositions to support ELs learning subject-area content and skills while learning English as a second language (Echevarria & Vogt, 2010). The SIOP model has led to positive results in language and literacy for ELs in K-12 schools (Daniel & Conlin, 2015). One example of the thirty features of the SIOP model is student engagement (Echevarria & Vogt, 2010). In SIOP, student engagement happens when students are on task and pay attention, follow along,

respond to teacher instruction when asked, and complete activities appropriately

(Echevarria & Vogt, 2010). When SIOP is the model for EL instruction, it "will lead to

high levels of student engagement and, in turn, in high academic achievement for English

learners" (Echevarria & Vogt, 2010, p. 9). On the other hand, Crawford and Reyes (2015)

vehemently warn against using SIOP. They believe that giving credence to the validity

and reliability of SIOP's research methods are flawed in that the SIOP team used

"circular reasoning" (Crawford & Reyes, 2015, p.14) for their data and that there was no

true research involved. Notwithstanding, they are concerned about the popularity of SIOP

being used to teach ELs and recommend different methodologies that were mentioned

previously (Crawford & Reyes, 2015).

Honigsfeld and Dove (2015) describe the co-teaching model in which the

mainstream teacher and the ESOL teacher can instruct ELs. In order for co-teaching to

be effective, they believe that there must be trust between the two teachers, a

collaboration instructional cycle, and support from administrators. They go so far as to

warn that co-teaching should not become a "push-in and set aside scenario" (Honigsfeld

& Dove, 2015, p. 57). Peercy, Ditter, and Destefano (2017) refer to this as collaboration,

with the end goal being the same-mainstream and ESOL teachers work together to have

shared teaching goals and collaborate with each other, with administrative support. This

segues to the ESOL pull-out and push-in examples which are both typically taught in

English (D. E. Freeman & Freeman, 2011). The pull-out model removes the EL from the

general education classroom in order to receive instruction in language acquisition

(McClure & Cahnmann-Taylor, 2010). Students receive instruction in basic vocabulary

and grammar (D. E. Freeman & Freeman, 2011). They assert that ESOL instruction is not

connected to instruction that occurs in the mainstream classroom. This is one of the least effective ESOL example as students not only learn in English, but they also lose their first language abilities (D. E. Freeman & Freeman, 2011). Unlike the pull-out program, the push-in model has the ESOL teacher and the mainstream teacher ideally planning and teaching together (D. E. Freeman & Freeman, 2011). Recall, Honigsfeld and Dove's (2015) warning about this method because two teachers can occupy the same classroom without any connection to each other. ELs study content that is connected to the content that they are learning in the classroom in English (D. E. Freeman & Freeman, 2011). Curriculum standards and language acquisition standards are to be taught concurrently in the same classroom (McClure & Cahnmann-Taylor, 2010). These teachers are "sharing instructional responsibility" (McClure & Cahnmann-Taylor, 2010, p. 102). Peercy, Ditter, and Destefano (2017) observed that even with the best intentions, mainstream teachers and ESOL teachers must receive administrative support in order for collaboration to occur. Otherwise, the mainstream teacher is in the teacher role and the ESOL teacher is assisting and there is an imbalance in power in the classroom. McClure and Cahnmann-Taylor (2010) determined that the ESOL teacher preferred the pull-out model because the ESOL teacher felt powerless in a co-taught classroom. Baecher and Bell (2017) realized that ESOL teachers felt frustrated because they were unable to collaborate with mainstream teachers and they were unable to consistently meet with their ELs. The importance of knowing about the different ESOL models of instruction is to allow one to have the ability to compare what is available for use with ELs and to compare that to what is being used in Sunny School District (SSD) for the ESOL programs of instruction.

Teacher Perceptions of ELs

Teacher perception of ELs has been shown to be influential on teacher instructional actions in their classrooms. Furthermore, teachers need a school atmosphere that embraces change (Jantzi & Leithwood, 1996). Carley Rizzuto (2017), for example, found that even though some teachers believe that they were accepting of ELs and that they acknowledged or responded to their ELs' backgrounds and cultures in the classroom, it was apparent in classroom observations over a period of time that this indeed was not the case. In fact, she noted that teacher perceptions of ELs were at times negative, potentially leading to low student performance on tests.

Helping teachers have a more thoroughly positive perception of ELs in their classroom is the notion of culturally responsive schooling (CRS), where teachers become more aware of their students' cultures and incorporate them into their instructional practices (Diaz-Rico, 2017). Diaz-Rico (2017) believes that at the core of CRS is that students learn using different styles. As an example, a student may appear to be shy and timid; however, in another culture, a student must respect a teacher and wait until being called-on to answer a question without raising their hand. Teachers who are mindful of their own values respect their students' values. Additionally, CRS teachers set high expectations for all of their students. They do more than just celebrate diversity; they engrain it to be a part of everything that they do from classroom décor to instructional practices (Diaz-Rico, 2017).

Teacher attitudes in instructing ELs vary. Some teachers are very comfortable in working with ELs while other teachers view it as a daunting task. (Garcia-Nevarez, Stafford, & Arias, 2005). Many teachers are trained to work with the EL population while others are unprepared, which in turn can be detrimental to the EL learner (Garcia-

Nevarez et al., 2005). As Tellez and Manthey (2015) note, unprepared teachers often do not share an ethnic background or native language with their ELs and may feel as though ELs present linguistic and cultural challenges that produce negative teacher attitudes towards ELs. Many mainstream teachers of ELs view second language learners from a deficit perspective (Rodriguez, Manner, & Darcy, 2010; Carley Rizzuto, 2017). Carley Rizzuto (2017) implies that negative teacher attitudes of ELs can produce a self-filling proficiency for low EL achievement. Likewise, teacher education and beliefs are areas of great importance in educating a multicultural population (Garcia-Nevarez et al., 2005; Jimenez et al., 2015).

Many bilingual teachers believe that a student's language is a part of his or her culture and that one cannot separate language from the student, whereas classroom teachers try to separate language from the student in order for them to learn English (Garcia-Nevarez et al., 2005). Even though beliefs are difficult to change, classroom teachers can benefit from highly focused instruction to reduce prejudices. (Jimenez et al., 2015). However, D. E. Freeman and Freeman (2007) believe that not only do teachers need to know their students and where their students come from but they also must familiarize themselves with first and second language acquisition theories.

Teacher Capacity

McDiarmid and Clevenger-Bright (2008), in their historical account of teacher capacity, states that initially within the field of education capacity was defined as "what we believe teachers need to know, be able to do, and care about" (p. 134). Over time this has changed where teachers not only need to know their content but also know the best ways to represent the context to diverse learners. Their new understanding of teacher

capacity now includes mainstream teachers being able to analyze their own classroom data such as district benchmarks in order to make instructional decisions for their students. Teachers need to know much more than what they learned when they were studying for their degree (McDiarmid & Clevenger-Bright, 2008).

Today, teachers are expected to use professional capital in their teachings in order to make connections of new material to something that students already know (Hargreaves & Fullan, 2012; Howard & Aleman, 2008); this is especially true for the success of ELs. According to Gallegos and Wise (2011), teachers need the proper set of skills in order to help them understand how to bridge the gap between conversational and academic language development. They examined the "relationship of English language acquisition and achievement to determine if ELs are truly benefiting from accountability measures" (p. 41) and found that many teachers were only able to get ELs to the intermediate level of academic language proficiency. Teachers were able to get students to conversational vocabulary but were not able to have students develop academic vocabulary needed to allow students to exit the English Language Program (Gallegos & Wise, 2011). Furthermore, Good et al. (2010) surveyed mainstream teachers and determined that mainstream teachers did not allow enough time for ELs to think about the answer to posed questions. Also, some ELs were inappropriately placed in special education classes. Researchers recommended that professional development be given to teachers in order for ELs to move out of the plateau of being in an ESOL program for more than five years to English proficiency and exiting out of ESOL (Gallegos & Wise, 2011). Kim and Garcia suggest that the plateau refers to the point in which ELs move

within a proficiency level but do not exit out of that level of proficiency to be reclassified as a non-EL (2014).

The type of researched or evidenced-based professional development that teachers receive for instructing EL students is also important. D. E. Freeman and Freeman (2011) state that "nearly all humans develop a first language, fewer people develop a second language" (D. E. Freeman & Freeman, 2011, p 110). Teachers of ELs should therefore learn language theories for both first and second language acquisition (SLA). Not only will it support teachers understanding of how language acquisition and learning works but it will also assist teachers in understanding the different factors involved in SLA and how to support students in the English learning process (D. E. Freeman & Freeman, 2011).

Through professional development, teachers can learn about best practices that can be used by them to assist ELs in SLA. Fairbairn and Jones-Vo (2010) discuss a best practice of differentiation. They define differentiation as "knowing and understanding key cultural and linguistic factors that profoundly and predictably impact each student's learning and language acquisition" (Fairbairn & Jones-Vo, 2010). Differentiation is a strategy or best practice that teachers can use to incorporate language skills into their instruction (Houk, 2005). Houk (2005) believes in creating a classroom environment that supports EL learning. She suggests differentiating language and content learning by experimenting or demonstrating, having students demonstrate a concept, encouraging student role-play, using small groups as teaching spaces, conducting collaborative group work, partnering children to scaffold content and language learning, playing games, taking field trips, creating visuals, having hands-on materials, creating word banks, and

showing pictures (Houk, 2005). Hill and Flynn (2006) recommend that for students to learn content in a new language "we must use clear and concise articulation, make eye contact, use visuals, employ gestures/body movement/pantomime, use shorter simpler sentences at a slower rate, use high-frequency vocabulary, and eliminate idiomatic expressions" (Hill & Flynn, p. 2). Most of the above-mentioned strategies should be happening in the mainstream classroom as it impacts ELs' academic and language learning.

In addition to knowing the type of educational model used for ELs, it is equally important to ensure that the ESOL model fits the needs of ELs (D. E. Freeman & Freeman, 2006; Y. S. Freeman et al., 2002). Furthermore, teacher perception of ELs will only enhance learning of ELs if the perception is not detrimental to the student. However, it still comes down to teacher capacity and the willingness of teachers to increase their skill set in order to effectively work with ELs. No matter what type of EL enters the classroom, teachers need to have proper evidence based best practices in place to support classroom instruction. The current study considered this with respect to the unique circumstances surrounding Sunny School District (SSD) and, specifically, Sunny School.

EL Students in Sunny, New Jersey

The exploratory study was conducted in one school in a large urban district in New Jersey (NJ), which is the eleventh most populated state in the U.S. Even after school district consolidation reform in the 1980s (Strang, 1987), New Jersey (NJ) continues to have 678 school districts according to the National Center for Education Statistics (https://nces.ed.gov/ccd/districtsearch/). One of these districts is Sunny School District (SSD), one of the largest districts in NJ. Sunny, NJ was once an economically prosperous

city. Through 1950s, Sunny, NJ was a place that many people lived. With close proximity

to Philadelphia and New York City, Sunny was a desirable community. Industries such as

RCA records and Campbell's Soup located their headquarters in Sunny. Even though

there were many flagship industries, Sunny did not escape the white flight phenomenon

of the 1950s. Sunny was losing jobs and residents due to urban decay and highway

construction; in addition, racial tensions were at an all-time high. Economic prosperity

declined when those flagship companies either went out of business or relocated jobs,

(Haddon & Watson, 2015). Currently, Sunny is one of the poorest cities in NJ. Even with

the landmark Abbott v Burke verdict in 1985, which changed the educational funding

formula in NJ (Kozol, 1991), as well as subsequent adjustments in the student funding

formulas, students in Sunny receive per pupil support far below other districts in the state.

It is interesting to note that SSD did not receive some of the Abbott funding until the late

1990s, and as of January 2017 the Abbott case continues to be a source of litigation

(http://www.edlawcenter.org/litigation/abbott-v-burke/abbott-history.html). More

recently, the funding formula has been changed and as of March 2018, the NJ state

budget will take into account fully funding the so-called Abbott school districts. This

means an addition of $1.9 million to SSD, which allocated some of this money to ESOLs

programs (http://www.edlawcenter.org/news/archives/school-funding/governor-muprhy-

begins-to-fill-the-school-funding-hole-left-by-his-predecessor.html). In 2012, Sunny

ranked first in violent crimes per capita in cities over 50,000 residents. The demographic

composition of Sunny is 48% African American and 47% Hispanic. Only 37% of the

residents have graduated high school and less than 10% have a 2- or 4-year degree (U.S.

Census Data, 2016). A staggering 40% of Sunny residents live below the poverty level

and 54% of school-aged students live below the poverty level which is one of the highest rates in the country.

Figure 1, the most current U.S. Census Data from 2010, indicates the diversity of the state and the city as compared to the U.S. (see Figure 1).

Race	United States	New Jersey	Sunny
White	72.4%	68.6%	17.6%
African American	12.6%	13.7%	48.1%
American Indian	0.9%	0.3%	0.8%
Asian alone	4.8%	8.3%	2.1%
Native Hawaiian	0.2%	0.1%	n/a
Two or more races	2.9%	2.7%	3.8%
Hispanic	16.3%	17.7%	47.0%
White Alone	63.7%	59.3%	4.9%
Language Other than English Spoken at Home	20.9%	30.3%	44.3%

Figure 1- 2010 U.S. Census Data

One of the key statistics in Figure 1 is that the number of people who speak a language other than English in the home is at 20.9% for the U.S., 30.3% for New Jersey, and 44.3% for Sunny.

ELs in NJ. With a state enrollment of 1.37 million students for the 2017-2018 school year, the New Jersey (NJ) Department of Education website disaggregates student data by grade level (http://www.state.nj.us/education/data/fact.htm). In order to compare the statewide New Jersey Partnership for Readiness of College and Career (PARCC) data to

the National Assessment of Educational Progress (NAEP) data a common grade level

was utilized. Since grade 4 is reported on both assessments, grade 4 was selected as the

grade to analyze. Beginning with the 2015-2016 school year and ending with 2017-2018

school year, Figure 2 shows the passing rate for proficient ELs in grade 4 on the PARCC

versus the proficient general education group. Figure 2 shows a difference between the

EL group and general education student group of about 43% in reading and a difference

of 33% in mathematics, (see Figure 2).

School Year	PARCC Percent Passing Reading (grade 4)	PARCC General Students Percent Passing Reading (grade 4)	Reading Difference (EL-General)	PARCC EL Percent Passing Math (grade 4)	PARCC General Students Percent Passing Math (grade 4)	Math Difference (EL-General)
2015-2016	12	54	-42	16	47	-31
2016-2017	10	56	-46	12	47	-35
2017-2018	17	58	-41	16	49	-33

Figure 2- PARCC EL Student Group compared to the All Student Group- from the New Jersey Department of Education

Figure 3 indicates the passing rate for proficient scores on the standardized test

for ELs versus the all student group (see Figure 3). Mathematics scores show only about

a 34% difference between all students and ELs while the reading data shows a difference

of about 35% between the two groups.

School Year	PARCC EL Percent Passing Reading (grade 4)	NAEP General Students Percent Passing Reading (grade 4)	Reading Difference (EL-All students)	PARCC EL Percent Passing Math (grade 4)	NAEP General Students Percent Passing Math (grade 4)	Math Difference (EL-All students)
2014-2015	12	43	-31	16	47	-31
2016-2017	10	49	-39	12	50	-38

Figure 3- PARCC- EL students compared to the All Student Group of the NAEP

Sunny School District (SSD). SSD is located in Sunny, NJ. The school district website indicates that there are 22 schools, which consist of five high schools, seven preK-8 schools, and 10 preK-5 schools. SSD enrolled 7,941 students in the 2017-2018 school year. The student demographics in SSD for the same school year were the following: White 0.007%, Black 43.9%, Hispanic 53.7%, Asian 0.01%, Native American 0.0004%, FARMS 65%, and EL 9.8% (https://www.nj.gov/cgi-bin/education/data/enr11plus.pl). SSD needs to be strategic in the programming for ELs. The need for a strategic plan for ELs was initiated by the New Jersey Department of Education (NJDOE) due to low test scores. Haddon and Watson (2015) state, "In 2014, 23 of the 26 schools in the district had the lowest school wide proficiency rates in New Jersey, with three of the public schools designated as the absolute lowest performing schools in the state" (2015, p. 8). The state-run initiatives began in March 2013 with the appointment of Sunny's superintendent by the governor. After the superintendent's appointment, NJDOE determined that some schools needed to be closed because of low enrollment and other schools needed to be reconfigured. Coincidentally, the reconfiguration took place in July 2013 about a year after the enactment of the Urban Hope Act which allowed the creation and approval charter schools in failing school districts. NJDOE combined traditional elementary schools and middle schools in order to create prekindergarten through eighth grade family schools, with one exception in which the SSD combined a traditional middle school with a traditional high school to form a family school. Anecdotally, NJDOE determined which schools would remain open and which schools would be closed. Additionally, as of December 2018, school closures are primarily due to the expansion of charter schools' and the increase in student numbers

thereby taking students away from traditional public schools. Though many schools were closed during this time, the ones that remained open including Sunny School followed the initiatives of the strategic plan, which included provisions for ELs.

New Jersey, which is part of the WIDA consortium, begins the identification of EL students with a survey completed by parents which indicates if English is the primary language used in the home. If English is the primary language, students are registered and placed into classes. However, if English is not the primary language, students are assessed using ACCESS to determine an English proficiency level (http://www.state.nj.us/education/bilingual/policy/). SSD uses the ACCESS, which is administered within the first 30 days that an EL arrives in the school.

When a parent registers their child for school and self-reports that English is not the home language, students are given the ACCESS test by an English to Speakers of Other Languages (ESOL) teacher. If the student scores a 4.4 or less on the ACCESS test, they are given the opportunity to participate in the ESOL program at their school. Parents can decline the ESOL program. If a student's parent declines the ESOL program, the student will not receive ESOL support. However, most parents give permission for their child to receive ESOL services. Current ESOL students are given the ACCESS test once a year to determine English acquisition. If the student acquired enough English by acquiring an overall ACCESS score of 4.5, then they are considered English proficient and are exited from ESOL services. The exited students are monitored for four years. However, if the EL does not acquire enough English, the student will remain in the ESOL program for another school year as long as the EL parent agrees that their child remain in the program (http://www.state.nj.us/education/bilingual/policy/).

If a student scores a 1.0 through 4.4 on ACCESS 2.0, they are given the opportunity to participate in the ESOL program at their school. Students categorized as ELs are given the ACCESS 2.0 test once a year to determine progress in English acquisition. If the students acquire a 4.5 on the ACCESS 2.0 test, they are considered English proficient and they exit the EL program. These students are monitored for four years. However, ELs who do not acquire a 4.5 on the ACCESS 2.0 exam will remain in the ESOL program for another school year with parent approval (http://www.state.nj.us/education/bilingual/ells/20/).

According to the SSD website, there are currently two programs for ELs. The first is a bilingual program, and the second is an ESOL teacher support program (http://www.camden.k12.nj.us/apps/pages/index.jsp?uREC_ID=192913&type=d). SSD's bilingual program is a self-contained classroom in which ELs receive all-day instruction in English and their native language. The Title III official in SSD emphasized that the bilingual program is more a dual immersion program due to the changes with ESSA. High school students in the dual immersion program will receive the Seal of Biliteracy. The ESOL teacher support program, on the other hand, is a pull-out model in which students receive EL support in English for a daily class period of about 45 minutes.

SSD is one of the poorest and lowest performing school districts in NJ. Sunny is at the top of the list for violent crimes. In addition, SSD is under a state takeover. English-only student's test scores are low and ELs test scores are even lower. The aforementioned state takeover of SSD resulted in budget constraints and reductions in force (RIF) of teachers. In addition, many teachers retired from SSD as well. On NJDOE's website, in 2017-2018 NJ had a pass rate of 58% on the English Language Arts

portion of the test and 49% mathematics portion for the 4th grade PARCC. School district

PARCC data indicated that SSD had 12% of the students pass the English language arts

section and 14.6% passed the mathematics section in 4th grade. At Sunny School 17.6%

of the 4th grade students passed the English Language Arts state test and 27.27% passed

the mathematics portion of PARCC which is above the district average. From SSD

district data office, ELs in 4th grade at Sunny School had a composite ACCESS score of

4.1(https://rc.doe.state.nj.us/report.aspx?type=school&lang=english&county=07&district

[=0680&school=180&SY=1617&schoolyear=2016-](https://rc.doe.state.nj.us/report.aspx?type=school&lang=english&county=07&district=0680&school=180&SY=1617&schoolyear=2016-)

[2017#P259d6748c27a4723992a8f949f651957_9_xA](https://rc.doe.state.nj.us/report.aspx?type=school&lang=english&county=07&district=0680&school=180&SY=1617&schoolyear=2016-2017#P259d6748c27a4723992a8f949f651957_9_xA)).

Sunny School. As of December 2018, Sunny School is one of six preK-8 schools

in SSD. According to the most current data on the NJ Department of Education (NJDOE)

website (http://www.nj.gov/education/pr/1415/07/070680180.pdf) in 2016-17, Sunny

preK-8 School enrolled 349 students from prekindergarten to eighth grade. Of that

number, 90.6% (314) students were categorized as economically disadvantaged. 21%

(73) students were classified disabled and 7.7% (27) students were EL. 59.9% (209) of

the students at Sunny preK-8 School are Hispanic, 33.2% (116) are African American,

and 5.7% (20) are Asian.

Sunny School has one full-time ESOL teacher who provides support to all of the

ESOL students. This teacher utilizes a pull-out model to provide student services. The

ESOL teacher goes to the student's classroom and removes the EL (or ELs) from the

classroom and brings him/her to the ESOL classroom to provide approximately 45

minutes of individual or small group instruction each day or about 225 minutes per week.

The ESOL teacher creates his own schedule to meet the EL levels of his/her students. In

addition to the ACCESS test that ELs must take at least once a year, ELs are required to take all state and district tests. When state and district tests are administered, the ESOL Teacher must help to administer those tests thereby suspending ESOL services on test days.

In 2011-2012, Sunny School's student population was about 476 with 5.9% being EL and Spanish being the second most common language spoken at home, at 31.3%. In the 2016-2017 school year, Sunny School's student population was 349 with 5% being EL and Spanish was recorded as the second most common language spoken at home at 33.2%. Furthermore, though total student population has decreased, the percent of EL has only decreased by 0.9%. Prior to the 2011-2012 school year information on Sunny School was gathered through anecdotal conversations. An example of an anecdotal conversation conveyed that Sunny School was once a Vietnamese bilingual school which came up again during the ESOL interviews. Though there have been complete staff changes in many schools in SSD, Sunny School maintains a core set of teachers who have been at the school for at least 15 years, which is very unusual for SSD. Sunny School was built in 1925, however, when you enter the front doors the building's age does not appear to be a factor. Colorful bulletin boards decorate the school walls. Students are in uniform. At first glance, one cannot determine the dominate race in the school. As parents enter the building in the morning, teachers are greeted in Spanish and they respond in Spanish and English. What is unique about Sunny School is that the home language survey indicates that English is the most language spoken at 60% and the largest racial/ethnic group is Hispanic, which is also at 60%. No other school in SSD have these particular factors.

Summary and Purpose of Study

ELs are the fastest growing student group in the United States (McIntyre et al., 2010). In response to ESSA, all schools that receive Title I funds are accountable for the EL student group (Saultz et al., 2017). The literature presented here acknowledges that there are strategies and models which could benefit ELs in the classroom. However, there is surprising little research on "high quality instruction" that classroom teachers use with ELs (August & Shanahan, 2006, p.16). This study seeks to understand what Sunny School teachers know about working with ELs and what do they think that they need to know more about to educate ELs.

The purpose of this study is to explore what mainstream classroom teachers in this unique elementary school setting report knowing about ELs, what they perceive to be their roles and responsibilities in working with ELs, and what they want to learn further about ELs. Mainstream teachers refer to those who provide content instruction to ELs in the areas of language arts, mathematics, science, and social studies. Guiding this study will be the following questions:

1. What do mainstream teachers report that they currently know about working with English learners?

2. What do mainstream teachers perceive their roles and responsibilities to be in working with English learners?

3. What do mainstream teachers report that they need to learn in order to better work with English learners?

Chapter 2: Investigation

The purpose of this study was to explore what mainstream classroom teachers in the K-8 setting of Sunny School report knowing about ELs, what they perceive to be their roles and responsibilities in working with this student population, and what they want to learn to help teach/instruct this student population. As noted in Section I, for the purposes of this study, mainstream classroom teachers are those who provide academic content to ELs (D. E. Freeman & Freeman, 2014). Mainstream teachers only included those who instruct ELs in grades 4 through grades 8 who provide instruction in the areas of language arts, mathematics, science, and social studies. In contrast, ESOL teachers provide language development (D. E. Freeman & Freeman, 2007). This study was guided by the following questions:

1. What do mainstream teachers report that they currently know about working with English learners?

2. What do mainstream teachers perceive their roles and responsibilities to be in working with English learners?

3. What do mainstream teachers report that they need to learn in order to better work with English learners?

Study Design and Methods

The exploratory study used qualitative methods to address the three research questions noted above. Semi-structured interviews were conducted with selected elementary and middle grades teachers in Sunny School and obtained their perceptions and understandings of ELs in their classrooms. Additionally, interviews were conducted

with the head of SSD Title III Office along with the ESL teacher at Sunny School to gain

background knowledge of what is currently happening with ELs. The study was inductive

as it attempted to construct meaning and understanding through participants' shared

perceptions and the researcher is the primary instrument of data collection (Merriam &

Tisdell, 2016). Qualitative methodology was well suited for exploratory research when

little information is known about a particular topic, which can assist in improving one's

practice (Merriam & Tisdell, 2016) and allows one to understand the perceptions and

experiences of classroom teachers of ELs (Creswell & Poth, 2018).

Merriam and Tisdell (2016) define qualitative research as "what it is, and how we

do it" (p. 3). They believe that researcher's study what is around them, strive to make

sense of it by gathering data, and relaying information as concisely as possible. However,

it is with Creswell and Poth's (2018) inclusion of having a written report that includes the

participants' voices, being reflective of the researcher, which described and interpreted

the problem, and contributed to the body of knowledge that makes utilizing qualitative

design the best model for the purpose of this study. Bogdan and Biklen (1998) refer to

qualitative research as an approach to studying a particular topic in which the data

collected involve people's experiences that are difficult to describe using traditional

statistical calculations or testing a hypothesis. Furthermore, they believe that one of the

best data collecting techniques for qualitative research is in-depth interviewing with

open-ended questions. It is important to also note what this study will not do, namely it

will not look at an entire school district nor will it include data from the ELs themselves

or their parents, nor was information derived from the questions be extrapolated for a

different group other than teachers. Overall results from this study will be shared with staff members which determine professional development for Sunny School.

Position of the researcher. In qualitative research, the investigator is both the instrument and the data collector (Merriam & Tisdell, 2016; Bogdan & Biklen, 1998). All interpretations are processed through that person. For this reason, the researcher must be upfront about any potential biases or assumptions that the researcher may have when embarking on this study. For the present study, the topic is of personal interest to the researcher as both of her parents are not from the United States, even though they are from English speaking countries. The researcher had to learn American English when going through school even though English was spoken in her parents' home countries. Furthermore, the parents of the researcher ensured that American traditions were followed along with the traditions of their respective cultures. This researcher became a member of the education community mainly due to her mother's journey to attain an education. In order to gain perspective as to why education is at the core of this research, her mother's story should be told. The following is the story of the researcher's mother. As a young girl living in the Caribbean island of Antigua, she lived in a house with nine bothers and four sisters. Though under British rule at the time, the educational norm during the 1960s was to pay a school fee or tuition in order to attend elementary or secondary school. By the age of 14, her school fee had not been paid for the previous year and a half. Her other siblings had their fees paid by aunts, uncles, and other friends of the family. Shortly before her 15th birthday in 1967. She informed her parents that if she was called to the office about her delinquent fees again that she was no longer going to attend the school. She was called down to the school office the next day and it was the

last day that she attended school in Antigua. Shortly thereafter, she saved her money to buy an airplane ticket to visit New York City (NYC). A few weeks later, she packed her bags and set off to NYC with only $50. Her mother told her to not tell anyone the reason why she left Antigua. She stayed at the apartment of a family friend. About two months after being in NYC, she was getting ready to head back to Antigua when someone asked her, "Why, return to a place where you have to pay for school when you could go to school in NYC for free?" She thought about it and did not know why she would return home when she could go to school without having to worry about paying tuition. She asked her friend what her next steps should be. A friend helped her to apply for a student visa prior to her visitor visa expiring. She rented a room with her family friend until one of her sisters came to NYC from Antigua. Together, she and her sister rented an apartment. The researcher's mother worked a 40-hour workweek and was paid in cash while attending classes in order to receive her general education diploma (GED). She was able to obtain her GED prior to her 18th birthday. She stated that one of the main reasons that she stayed in the US was to give any of her future children the opportunity to go to school for free. The researcher took her mother's words to heart and always appreciated the opportunity to participate in the K-12 school system without having to pay money for school.

It was during one of the moments of reflection that the researcher thought what would have happened to her mother's education if she came to the US at the time that this paper was written instead of being here in the late 1960s? Though she hailed from an English-speaking Caribbean island, her accent may have given the impression otherwise. Ogbu (1991) would probably consider her an immigrant minority because she believed

that she was going to go back to her county. She was able to stay in the US because some of her friends helped her to navigate through the immigration system and she was able to obtain a student visa. With all of the current law changes to immigration, it is uncertain to determine if her path to education would have remained the same.

The researcher has been in education for over 20 years with various positions from being a mainstream teacher to an administrator and currently a mainstream middle school teacher. The first state that this researcher taught required every teacher to have a level of English to Speakers of Other Languages endorsement. There were four categories. The first category was for those who taught elementary students, reading, language arts, or special education. This category required 15 college credits and taking the ESOL teacher certification by the end of the sixth year of teaching after receiving an EL student. The second, third, and fourth categories were for educators who had students in any other subject area, administrators, and guidance counselors which required three college credits by the end of the second year after receiving an EL student. They were endorsed as well without taking the ESOL teacher certification test. Additionally, being married to a military member caused the researcher to relocate to different regions of the United States. The second, third, and fourth states that this researcher moved to did not have this requirement. The constant movement lead the researcher to question the consistency of educational programs in the U.S. especially ELs and how they are instructed as they are a unique population in which each state interpret laws for ELs differently. With this perspective, initially this researcher had a desire to replicate the endorsement requirements of the first state to other states. However, collegial conversations led the researcher to understand that the topic of EL endorsement was not

popular. The researcher wanted to be an advocate for ELs as the researcher believes that it is a timely subject that can be beneficial to the current practice.

The researcher's relocation contributed to the exploration of the questions of what is being done and what could be done better in working with ELs. This led to the underlying assumptions that more research needs to be conducted in order to determine what mainstream teachers know about ELs, what do they perceive their roles and responsibilities are in instructing ELs, and what do they think that they need to know better. The researcher worked as a mainstream middle grades math teacher and volunteered time to work with administration and other mainstream teachers in the area of mathematics. Moreover, the researcher willingly worked on the school improvement plan with administration. Furthermore, the researcher worked with all staff members at different times whenever the need arose. By working with all staff members, the researcher was able to build relationships that allowed this exploratory study to take place as the staff had trust with the researcher. However, there was a potential of knowledge bias as the researcher has intimate knowledge of Sunny School's staff. With this in mind, the researcher relied on participants being truthful in their responses.

Participants. Participants in this exploratory study were selected based on the criteria that they are the mainstream classroom teachers of students identified as ELs in grades 4 through grade 8 at Sunny School who instruct in language arts, mathematics, science and social studies. As of September 2018, eight teachers meet this requirement. Intermediate and middle school grades were selected as some ELs at this age have the potential for having been in the school for five years. Additional participants were the ESOL teacher at Sunny School and the lead SSD Title III representative. As presented in

the language learning literature (Y. S. Freeman et al., 2002), these students have had the potential to exit the ESOL program and thus could be considered long term English Learners (LTEL) (Brooks, 2018). Recruitment began early September, 2018 with a meeting with Sunny School's principal to describe the purpose and procedures of the study. The researcher gained permission to speak to each of the eight mainstream teachers, ESL teacher, and SSD Title III district representative who were eligible to be interviewed. During the meeting the researcher explained the purpose of the study, the research questions and why the individual teacher was asked to participate. The researcher explained the interview process including approximate length of 45 minutes to begin at 3:25 PM after the end of the school day, the location (Sunny School), the use of digital recording (with their permission) and the voluntary nature of the individual's participation. Confidentiality procedures were stressed including how nothing, including field notes, transcriptions or any written products will contain information that could possible identify the individual.

Participants were not able to be given any compensation as it was against Sunny School District's policy on compensation for participating in a research study. When the individual teacher agreed to participate in the interview, the researcher and participant agreed on a time and location for the interview to occur during the month of September and October. Interview procedures are discussed below.

Interview Protocol. As noted above, this exploratory study utilized semi-structured face-to-face interviews. Semi-structured interviews allowed the researcher to have prewritten questions but allowed for follow-up questions when deemed necessary (Merriam & Tisdell, 2016). Additionally, according to Merriam and Tisdell (2016), the

strength of the semi-structured interview is the flexible wording of interview questions that allow for the researcher to make any adaptations to responses to the questions and the ability to ask follow-up questions for clarification in order to respond to the interview as it transpires. The limitation of face-to-face interviews is the amount of time it takes to conduct each interview (Bogdan & Biklen, 1998). Another limitation can be the lack of experience in interviewing by the researcher (Merriam & Tisdell, 2016).

The interview questions used for this study were adapted from articles from the literature review. Adaptations from Garcia-Nevarez, et. al. (2005) guided the development of this researcher's background questions and questions regarding what teachers need to know. Whereas Téllez and Manthey's (2015) survey items on perceptions and strategies where adapted for questions on knowledge of ELs and the role of the mainstream teacher. Jiménez et al., (2015) statements on knowledge of a foreign language guided questions on mainstream teachers' knowledge of a foreign language.

The semi-structured interview protocol contains 12 questions in three areas. The entire interview questionnaire is located in Appendix A for mainstream teachers. The questions include three background questions and four questions that ask mainstream teachers what they report knowing about ELs; four questions about what they perceive to be their responsibilities in teaching ELs; and four questions that ask them to report what they want to learn in order to better work with ELs. Table 1 below provides examples of the questions and the alignment with the Research Questions. Appendix D includes interview questions used to gain background information from the ESL teacher and the SSD Title III representative on the professional development offerings and if ESSA impacted what transpired at the district level. Six questions were asked of the SSD Title

III representative and ESL teacher about professional development offerings, how ESSA

informed their decision making for SSD, and district plan for ELs.

Table 1: Examples of Mainstream Teacher Interview Questions and Research Questions

Question Category	Examples	Research Questions
Background	Describe your teaching career. What made you decide to become a teacher?	N/A-Interview questions
Knowledge of ELs	How do you know that an English learner understands your lesson? What do English learners need to know in order to be successful in your classroom?	What do teachers report that they currently know about working with English learners?
Responsibility for teaching ELs	Who do you think should be responsible for the education of English learners? What does it mean to be proficient in a language?	What do teachers perceive their roles and responsibilities to be in working with English learners?
Needed Knowledge	If you could have anything available to you that would increase your effectiveness of instructing English learners what would it be? What support is available to you in order to instruct English learners?	What do teachers report that they need to learn in order to better work with English learners?

Each of the interview questions had probing questions and follow-up questions which

attempted to elicit a detailed response from participants.

Interview procedures. Interviews were conducted in a classroom or school library immediately after the end of the school day. The interview was recorded and the interviewer took field notes. The interview began with the formal Informed Consent process. Each participant was provided with the Informed Consent Form (see Appendix B). The participants were reminded of the purpose of the study and were made aware of the digital audio recording device that was placed on a table next to them. The researcher verified that the participant was comfortable with being audio recorded for the purposes of obtaining a transcript of the interview and allowed the researcher to take notes during the interview. The participant was told that the notes will record basic information such as non-verbal cues, any interruptions or school announcements, temperature of the room, along with the setting and length of time of the interview. Although the field notes could include demographic information, the information was confidential and non-identifying. Finally, the researcher repeated that participation was voluntary and that the individual was able withdraw consent at any time. If a participant withdrew consent, any evidence of his/her participation was destroyed. Once the individual has consented to the interview, the researcher began with general background questions and began recording.

Field notes. In addition to audiotaping the interviews of each participant, field notes were taken to provide more context (Phillippi & Lauderdale, 2018). During and following each of the interviews, reflections, observations about an interview were recorded using the Field Notes Document (See Appendix C). Using the Interview Protocol as a guide for field notes, allowed the researcher to take copious notes during the interview. Field notes included basic information such as the date and start and stop time of the interview. Furthermore, the field notes captured what the participant did or did not

do during (verbal vs. nonverbal) throughout the interview. Each participant's Field Note

Document contained a code that will match that of the digital transcript. Only the

researcher was able to match the coded recordings or field notes to a specific participant.

Though field notes may not be analyzed, they provided additional context for interpreting

transcribed interviews and clarifying some responses. Field notes were kept on the same

level of confidentiality as the audio digital recording for the interview.

Data Analysis

The researcher used an inductive approach to analyze the interview transcripts.

An inductive approach allows research finding to emerge from data which is different

from deductive analysis in which a hypothesis is being tested and is accomplished

through multiple readings of raw data (Thomas, 2006).

Analysis began with the transcription of audio files using the online transcription

service http://www.rev.com. Rev.com provided a Microsoft Word transcription of the

interview. According to their website, Rev.com will never share files with anyone outside

of Rev. Files were only allowed to be seen by Rev employees who have signed strict

confidentiality agreements. If a file needs to be deleted, the researcher must inform

Rev.com to destroy the file. In other words, confidentiality was maintained when

utilizing this transcription service. At the conclusion of this study, the request was made

to destroy all files housed at the Rev.com site.

After each audio file was transcribed, the researcher read through the transcription

and listened to the audio recording to become familiar with each interview. Initial

analysis will begin by organizing the transcriptions by each of the major question

categories (i.e., background; knowledge of ELs; perceived responsibility; and knowledge

needs). Secondary analyses occurred within each of the categories and determined

significant statements or key phrases which got to the essence of the experience

(Creswell & Poth, 2018). These statements were coded and then statements, key phrases

or words were bulleted and captured major codes. It was possible and expected that

codes captured responses across the three research questions so that major findings may

be beyond a specific research question. For example, a number of comments may group

under the area of attitudes, knowledge and lack of understanding of the language

acquisition process. The major finding becomes the overriding importance of language

acquisition processes in instruction. However, the researcher also addressed findings by

research question.

Confidentiality

In order to preserve confidentiality, the researcher used codes for individual

transcriptions and maintained digital audiotapes on a flash drive that was secured by

encryption that was only knowledgeable to the researcher. Field notes were kept in a

locked filing cabinet at the researcher's residence. Only the researcher was able to link

an individual participant to a specific transcript and pseudonyms were used for the

participants, the School District, and the school used within the district. At the

completion of this study, information was kept on an encrypted flash drive for three

years. Individual data was not shared with district or with any external entities. At the

conclusion of the three-year time period, all flash drives, transcriptions, and field notes

from this study will be destroyed.

Chapter 3: Results

This exploratory qualitative study focused on what a small sample of mainstream teachers reported that they knew about working with ELs, what these teachers perceived as their roles and responsibilities in working with ELs, and what they needed to learn in order to better work with ELs. This section discusses the results of the analysis of the qualitative interview data and includes the findings that emerged from the interviews followed by a closing summary and recommendations for future studies.

Results of Interviews

Using Merriam & Tisdale (2016) as a reference for analyzing data, interview questions were aligned to research questions as outlined in Appendix A. Interviews were informally analyzed as they occurred and then coded at the end of all interviews following the procedures recommended by Merriam and Tisdale. During and following coding of data, findings were identified as they were discovered through this exploratory study (Bogdan & Bilken, 1998; Merriam & Tisdale, 2016).

In the following section, the background information of the participants are described followed by their responses to the research questions.

Background information on participants. At the beginning of each interview, several questions were asked about each participant which gave them a chance to talk about their experiences. This allowed the researcher to gain knowledge about each participant. Additionally, it provided a more relaxed beginning to the interview prior to being asked specific questions about ELs and instruction. The general background questions included what made the person go into teaching, what grade level the participant taught, how long the participant had been in the Sunny School District, and

how long the participant had taught at Sunny School. Following is a brief description of each interview with the pseudonyms used for each respondent, included among participants are the district Title III and the Sunny School ESOL teacher. These interviews were used to contextualize and provide background in order to make sense of teacher responses. The interview protocol and questionnaire for mainstream teachers is located in appendix A and their responses are located in appendix F. The interview protocol for the district Title II and the Sunny School ESOL teacher is located in appendix D and their responses are located in appendix G.

- **Teacher 1** (Valerie Smith): Teacher 1 was a fourth-grade teacher who has been in the Sunny School District and at Sunny School for 19 years. Over the years, she has had around 20 ELs. She currently has one EL.

- **Teacher 2** (Natalie Spencer): Teacher 2 was a fifth-grade teacher who has been in the Sunny School District and at Sunny School for 20 years. Previously, she has had around 40 ELs. She currently has one EL.

- **Teacher 3** (Nicole Booth): Teacher 3 was a fifth-grade teacher who has been in the Sunny School District and at Sunny School for 12 years. In the past she has had 24 ELs. Currently, she has two ELs.

- **Teacher 4** (Tony Jones): Teacher 4 was the social studies teacher for grades 6-8 in which this was the first year of teaching directly following college. He currently has three ELs.

- **Teacher 5** (Katherine Weiss): Teacher 5 was a language arts teacher for grades 6-7 who has been in the Sunny School District for 11 years and at Sunny School for 4 years. Previously, she had six ELs. She currently has two ELs.

- **Teacher 6** (Michelle Day): Teacher 6 was a mathematics teacher for grades 6-7 who has been in the Sunny School District and Sunny School for 20 years. Previously, she had 20 ELs. She currently has two ELs.

- **Teacher 7** (Kira Wood): Teacher 7 was a language arts teacher for grade 8 who has been in the Sunny School District and Sunny School for 19 years. Over the years, she had 40 ELs. She currently has one EL.

- **Teacher 8** (Angie Brown): Teacher 8 was the science teacher for grade 6-8 who has been in the Sunny School District for 25 years and at Sunny School for 4 years. Previously, she had 20 ELs. She currently has three ELs.

- **Title III District Official** (Amy Show): Amy has been in education for over 20 years. She has worked at the Sunny School District (SSD) Title III office for four years. She is the bilingual supervisor for SSD. She oversees bilingual education program and ESOL support throughout SSD.

- **Sunny School ESL Teacher** (Michael Gram): Mr. Gram has been in the Sunny School District for over 30 years and has been at Sunny

School for four years. He provides pull-out ESOL services to ELs at

Sunny School. Additionally, mainstream teachers stated that they seek

him out for support for ELs. He currently has 24 ELs on his roster.

Teacher willingness to participate. Each teacher at Sunny School volunteered to

be interviewed without hesitation. When asked for a time to have a face-to-face interview

after work hours, they all responded with whatever was convenient to the researcher.

Each teacher was present at the agreed upon time and interviews were conducted in an

agreeable manner in each teacher's classroom. Teachers answered questions and two

teachers asked for clarification when they did not understand the question. Each of the

school-based interviews took place in the respective participant's classroom. A couple of

the participants apologized for how warm it was in their classrooms while another

participant suggested that we sit closer to the open window because it was a little bit

cooler. Participants appeared to be genuine and sincere with their responses as a couple

of the participants said that they were not going to lie. A revelation about Sunny School

presented itself from a participant's response. Natalie Spencer's indicated that about 20

years ago, Sunny School was once a bilingual school, however, Natalie did not receive

any professional development on ESOL strategies. The researcher made note of this

information and questioned the district official about why Sunny School was no longer

considered a bilingual school.

Responses to the research questions. In this section, the researcher provided

responses to the research questions as specified in Table 1 in Section II. In Table 2

below, key findings were given to each research question and the associated interview

questions. This is followed by a deeper discussion of responses to each research question

with representative quotations from the interviews.

Table 2:

Key Findings

Question Category	Examples of Interview Questions	Research Questions	Key Findings
Background	Describe your teaching career. What made you decide to become a teacher?	N/A-Interview questions	• Mainstream teachers were willing participants • The 8 mainstream teachers had an average of 13.25 years teaching at Sunny School
Knowledge of ELs	How do you know that an English learner understands your lesson? What do English learners need to know in order to be successful in your classroom?	What do teachers report that they currently know about working with English learners?	• Nothing different than what they do for all students in the class. • Repetition of instruction in smaller groups
Responsibility for teaching ELs	Who do you think should be responsible for the education of English learners? What does it mean to be proficient in a language?	What do teachers perceive their roles and responsibilities to be in working with English learners?	• Teachers are the ones responsible for educating ELs • Teachers' knowledge of first and second language proficiency is limited to

			speaking and listening
Needed Knowledge	If you could have anything available to you that would increase your effectiveness of instructing English learners what would it be? What support is available to you in order to instruct English learners?	What do teachers report that they need to learn in order to better work with English learners?	• Need to learn best instructional practices for ELs because they have not received any training from Sunny School or SSD

Themes. Teacher interviews were analyzed by interview questions, the researcher examined the transcribed interviews to identify responses by each of the research questions to obtain a larger picture of the experience and perceptions of the mainstream Sunny School teachers' of having ELs in their classrooms. In the next section, responses related to each research question responses are presented and discussed using comments made by Sunny School teachers.

Research Question 1: Overall, responses to this first question indicated that teachers were using the same instructional strategies for every student. These strategies included whole group and small group instruction, use of the same textbooks for all subjects- language arts, mathematics, science and social studies, and the same supplemental computer programs in math and language arts. While the mainstream teachers conveyed that they wanted to support ELs in reading, mathematics, science, and/or social studies, the examples of how they attempt to do this indicated a lack of knowledge of differentiated instructional strategies for teaching ELs. Examples of this are found in the responses of several of the teachers' statements, when ELs do not understand

a lesson, the same lesson is taught again using the same strategies in a small group. If ELs still do not appear to understand or grasp the lesson, mainstream teachers reach out to the ESOL teacher for assistance. Examples of some of the comments that come from across questions on instructing ELs include:

"I try to go over it with them again, just be more clear in the directions and make sure they understand the concept. Basically, just more repetition. That's usually, that's what they need. Unless they have another learning problem." (Valerie Smith, grade 4)

"I would use the same parameters based on any other student. So, it would be that if I were giving it to them in their native language, were they giving me their answers that showed an understanding of the material and I would actually have to go into a Google and translate, type in their Spanish to see. And sometimes the meaning would be there but maybe the word order would be off, which is okay for an English learner because that happens sometimes…sometimes it's difficult to understand if they're comprehending everything truly." (Natalie Spencer, grade 5).

"So, basically, (I teach) the same way as the other students. Throwing out questions and assessment. Going back over it the next day." (Katherine Weiss, grades 6-7).

One teacher did note that when ELs do not understand a lesson she seeks help from the ESOL teacher, "That's when I go searching out the ESL teacher, as well as I try to sit down one-on-one with the student. Sometimes in cases, I have used other students to help

assist me to make sure that this person does understand what I'm asking them to do, or sometimes I actually buddy 'em up, so to speak." (Michelle Day, grades 6-7).

These comments did not differ by among the teachers in the upper elementary grades or middle school grades and did not indicate the use of any specialized instructional strategies or materials for ELs. At the same time the teachers also acknowledge that the strategies they were using for the entire class did not necessarily work for ELs but all they did was repeat a lesson or use small group or one on one instruction using the same material in the same way but in smaller groups. Only one mainstream teacher indicated that she reached out to the ESOL teacher.

Responses related to the first research question are intertwined with the second question. While mainstream teachers did not use any specialized instructional strategies, they still felt as though that they (the mainstream teacher) were responsible for EL instruction.

Research Question 2: The majority of participants (five of eight teachers) responded that the mainstream teacher is responsible for teaching ELs. Although a majority stated that mainstream teachers were responsible for ELs' instruction, four of the teachers expressed that instructing ELs was "tough" and they were "stressed" and "frustrated," by instructing ELs. Examples of these comments include:

> "It's tough for me, I'm not gonna lie. It's tough because it takes a little bit extra, it takes a little bit more time. It's frustrating for you because...there can be miscommunication, I don't know their language, they don't know mine…I don't turn it away but it definitely makes the job a little more complicated." (Natalie Spencer, grade 5)

"I'm not going to lie. I think it's stressful. I don't think that as teachers,

we're given resources to be able to incorporate these students more or

know how to help them specifically… I wouldn't know where to start."

(Nicole Booth, grade 5)

Several teachers also stated that they needed additional skills, "to make a connection with (EL) students, saying comforting things to build a relationship," (Nicole Booth, grade 5), "to have an understanding of their culture," (Natalie Spencer, grade 5), and to have "patience because you need to understand they won't get the material as fast as your other students," (Tony Jones, grades 6-8).

In addition to asking about teachers' sense of responsibility for teaching ELs, interview questions also asked if teachers understood what it means to be proficient in a language and how one becomes proficient in a second language. This question was intended to determine if mainstream teachers understood first or second language proficiency and the connection of language proficiency in instructing ELs. Responses indicated that there was a lack of understanding of the meaning of language proficiency and how language proficiency is used in instructing ELs. Based on the responses, it appears that these teachers' understanding of language proficiency was concentrated on being able to understand oral language in the classroom or participate in conversations. Only one mainstream teacher was able to respond to the question about language proficiency as "read it, write it, and speak it, as well as understand when somebody's speaking to you (listening)." (Katherine Weiss, grades 6-7). The remaining participants each identified no more than two components of language proficiency. Overall, they interpreted first language proficiency as having a conversation or getting the "gist" of

something that was said orally. Examples of comments made by participants about language proficiency are the following:

> "You know you know the word, you can read it, you sound like you're having a conversation (speaking)." (Natalie Spencer, grade 5).
>
> "Demonstrating understanding of what's being said (listening to it)." (Michelle Day, grades 6-7).
>
> "To be proficient, I would say to have a sustainable conversation. Basically, you understand what is being said and you are able to communicate through that language." (Tony Jones, grades 6-8).

Three mainstream teachers responded that second language proficiency is learned through "immersion into a language that happens through all parts of life. (Valerie Smith, grade 4.) While four stated that second language proficiency was acquired "through having a good conversation." (Tony Jones, grades 6-8). The responses regarding the lack of language proficiency has a direct relation to the final findings about what teachers need to teach ELs.

Research Question 3: The Need for Professional Development and Resources.
The last research question sought information from mainstream teachers about what they considered necessary in order to be successful instructing ELs. Questioning began with what was currently available to mainstream teachers and ended with what they believed would be necessary to be successful instructing ELs. At the time of this study, most of the professional development opportunities at Sunny School were on the topics of mathematics and language arts, with an emphasis on using data to inform instruction without focusing on any particular student group. When mainstream teachers were asked

about the kinds of training that they received in working with ELs, six of eight participants indicated that they had not received training through any school or district level professional development. The two participants that had some training in working with ELs indicated that they had taken it upon themselves to learn about ELs, one teacher took an online class through a university and the other teacher has a degree in English proficiency. The teacher with the degree in English proficiency taught English in Greece. Examples of comments made by participants to the question of the types of trainings received in working with ELs are as follows:

"Zero except for maybe long ago, like twenty-some years ago." (Natalie Spencer, grade 5).

"None." (Valerie Smith, grade 4).

"That would be none." (Michelle Day, grade 6-7).

"Other than my own personal training (a degree in English proficiency). From the district, none." (Angie Brown, grades 6-8).

In response to the question about the kinds of materials available to them to instruct ELs, a majority of the mainstream teachers indicated that they lack resources for instructing ELs. Examples of comments made by participants about the availability of materials for instructing ELs are as follows:

"What's available in my classroom right now is what's available to teach all the students in here. I do not have anything specific for ESL learners, unfortunately." (Nicole Booth, grade 5)

"There isn't anything per se that I have within my classroom, but I don't feel limited that I can't gain access to whatever I would need, either online or in some other way." (Kira Wood, grade 8)

"None. I don't have any." (Valerie Smith, grade 4)

When asked about resources that could increase their effectiveness with instructing ELs, mainstream teachers included professional development on ELs, additional ESL personnel, technology specifically designed for supporting ELs such as Rosetta Stone to learn another language, and additional books for their classroom library in students' native language. A sample of participants responses were the following:

"If, I could have anything, I think it would be maybe a second ESL teacher." (Natalie Spencer, grade 5).

"Go to a PD (professional development) class here or there." (Michelle Day, grades 6-7).

In conclusion, all mainstream teachers stated that they have not received any training related to instruction of ELs from any school or district level professional development. However, it is important to note that the Title III Office representative who was interviewed for background context, reported that the Office offered training on sheltered instruction to all teachers in the school district and that 10 teachers in SSD had completed at least 15 hours of training in sheltered instruction. However, none of the 10 were from Sunny School.

Validating the Analysis for the Research Questions

A qualitative study is interpretive and meaning was derived from the researcher. Findings are derived from the researcher's interpretation of the data. Internal validity

(Merriam & Tisdell, 2016) was conducted in the form of peer reviews. Three peers agreed to review the research questions, interview questions, and transcripts. The individuals were coworkers at the school who did not participate in the study. After their review, a meeting was held and we discussed the findings and came to a consensus of the analysis and explanation of the data. The consensus came from the dialogue that transpired during the meeting in which all findings were shared.

The purpose of this exploratory study was to determine the findings that arose from what mainstream classroom teachers in the K-8 setting of Sunny School reported knowing about ELs, what they perceived to be their roles and responsibilities in working with this student population, and what they wanted to learn to help teach/instruct this student population. The intent of this research is to provide an understanding of the current state of mainstream teachers' instruction of ELs. This knowledge will add-on to the current literature and potentially inform school administrators, educators, and district administrators of schools with a small EL population to improve on current teacher knowledge to support ELs.

Summary, Recommendations and for Sunny School District

Conducting this study was beneficial to the researcher as it provided an opportunity to discuss ELs with colleagues and district officials. The hope is that this study begins adding awareness to professional development needs of mainstream classroom teachers in Sunny School District and Sunny School order to instruct their ELs. Recommendations begin with two that are based on the data and follows with overall recommendations when working with this population.

Recommendation 1:

Teachers are unaware of what they need to know in order to educate ELs. There is a willingness among mainstream teachers at Sunny School to learn how to educate ELs. As a part of the School Improvement Plan, the professional development plan should include strategies with working with ELs along with information on first and second language acquisition. The ESL teacher needs to be given the promised professional development in order to be the facilitator for strategies in working with ELs. This would allow the ESL teacher to become the conduit for EL instruction as he knows the language needs of ELs and knows the professional development needs of mainstream teachers. If this cannot be done at the school level, SSD needs to work on communicating the professional offering to all SSD schools. Additionally, the Title III Office could offer professional development on EL strategies in addition to the sheltered instruction professional development.

Recommendation 2:

Mainstream teachers acknowledge that they are the ones primarily responsible for the education of ELs. However, there needs to be time set aside each week for the ESL teacher and mainstream teachers to work together. The allocation of time should allow for discussion to take place on the needs of ELs and how to go about meeting these needs. This would be a richer and deeper discussion that should work in tandem with the professional development offerings. This could take place during team planning time or days in which student data is analyzed. Furthermore, materials of instruction specifically designed in supporting ELs needs to be purchased and given to mainstream teachers in order for them to be effective in educating ELs.

Overall recommendations:

One recommendation to SSD is to have either an exchange teacher program which would involve soliciting teachers from other native speaking counties to come to SSD and work or to have SSD teachers go to another county and learn their language. For example, a cohort of teachers could go to Peru to learn Spanish. Teachers would be able to empathize with ELs as they attempt to learn another language by being immersed in the language and the culture. Teachers would be able to not only bring their professional capital in their teachings, they would also be able to use their own experience of acquiring a second language and the challenges of being immersed in the second language while they instruct their content to ELs (Hargreaves & Fullan, 2012; Howard & Aleman, 2008). This maybe the way to get teachers to move ELs from conversational vocabulary to the academic vocabulary needed in order for ELs to be considered English proficient on the ACCESS test (Gallegos & Wise, 2011).

If financial resources were limited, another recommendation that could accomplish the goal of the prior recommendation is to work with a successful school district with similar demographics to SSD. The demographics would include a school that has similar demographics to a Sunny School with a small number of ELs in different grades that are learning a second language. Then the two districts could collaborate via video conferencing or teleconferencing on the strategies that were used with ELs that assisted in them being proficient in English. Sunny School teachers would work with their partner district's teachers and determine what they have done to English proficient ELs. This conferencing would have to occur on a regular basis until Sunny School teachers were able to replicate the success of ELs.

Yet another recommendation is for Sunny School to use technology for both teachers and students. Teachers could use technology to learn another language in order to communicate with their ELs or use technology to adapt their lessons for ELs. Additionally, technology could be used to provide ELs with programs in their native language that helps them to develop the needed academic language to become English proficient (D.E. Freeman & Freeman, 2011; Y.S. Freeman, Freeman, & Mercuri, 2002). SSD would have to provide the necessary resources in order for teachers to effectively implement technology as a learning tool for themselves and for the use of their ESOL students.

The last recommendation stems from an observation of a disconnect between the professional development offerings of SSD and Sunny School teachers' knowledge of these opportunities. Communication is another recommendation to SSD. District level professional development was offered at SSD but teachers at Sunny School did not know about it. Effective communication from SSD would enable teachers to know about professional development available to them. Utilizing the following infrastructure for weather emergencies, SSD could call, send emails, and text message teachers about professional development opportunities in addition to having a dedicated website which is updated on the same offerings.

Recommendations for Future Research

This qualitative study worked with one school that has a large Hispanic and Asian population with a small number of students who are identified as ELs. This research could be replicated at other schools that have an English language dominant school with a few ELs in many grade levels to increase the breadth of knowledge in working with this

particular student group. The research used face-to-face interviews as main method of data collection as it allowed one to gain knowledge of mainstream teacher knowledge and perceptions of ELs at this school.

There are limitations to this type of research because the focus was placed on one school within one school district. This was due to the unique nature of student demographics and history of this school. Further research should be done within this school district and other schools and school districts that have a small number of ELs throughout different grade levels.

Conclusion

Mainstream teachers need assistance when working with ELs. These teachers need strategies and an understanding of first and second language acquisition. The perception of having ELs in their class is one in which mainstream teachers want to help ELs but admit to it being challenging having them in their class, which is similar previous research (Garcia-Nevarez, et al., 2005). Research indicated that professional capital needs to be used in order make connections of new material to something already known (Hargreaves & Fullan, 2012; Howard & Aleman, 2008). This can be done with culturally responsive schooling (CRS) in which teachers become more aware of their students' culture and incorporate them into their instructional practices (Diaz-Rico, 2017). English teachers of Other Languages (ESL) can be a resource used in a school as a facilitator of professional development on what to do with ELs. Mainstream teacher can differentiate and incorporate strategies to support the EL (Houkm 2005). However, there must be a school atmosphere the embraces change (Jantzi & Leithwood, 1996). Since as Y. S.

Freeman et al. (2002) stated that it takes a skilled teacher who possesses researched-based

methods to close the achievement gap for ELs to ensure student success.

Appendix A-Interview Protocol and Questionnaire Mainstream Teachers

Interview Protocol: Sunny School Teachers

Date:

Time of interview:

Interviewer:

Interviewee:

Position of interviewee:

Briefly describe the project

Mainstream Classroom Teachers Questionnaire

Background questions:

Tell me about yourself.

Describe your teaching career.

What made you decide to become a teacher?

(Probes, if no response from the participant)

How many years have you been teaching?

How many years have you been in this school district?

How many years have you been at this school?

What grade(s) do you teach?

Have you taught any other grades other than what you previously indicated?

Appendix A: Interview Protocol and Questionnaire

Research Questionnaire

What do teachers report that they currently know about working with English learners?	1. Do you have any English learners in your classroom? If so, describe them. (Probes: Where are they from? How long have they been in your classroom? How long have they been at this school?)
	2. Describe some of the activities that you do with your students throughout your class?
	   a. Do these activities work with your English Learners?
	3. How do you know that an English learner understands your lesson?
	   a. What do you do when English learners do not understand your lesson?
	4. What do English learners need to know in order to be successful in your classroom?

What do teachers perceive their roles and responsibilities to be in working with English learners?	1. What does it mean to be proficient in a language?
	   a. How does one become proficient in a second language?
	2. Do you think that there are any skills or knowledge that teacher need in order to educate English learners?
	   a. Why do you believe that teachers need those skills?
	3. Describe how you feel in working with language minority students?
	4. Who do you think should be responsible for the education of English learners?

What do teachers report that they need to learn in order to better work with English learners?	1. What support is available to you in order to instruct English learners?
	2. What kinds of materials are available to you to instruct English learner?
	3. What kinds of training have you had in working with English learner?
	   a. If you had training, who provided the training?
	   b. Was the training effective? Why or why not?
	4. If you could have anything available to you that would increase your effectiveness of instructing English learners what would it be?
	   a. Why did you select it?

Thank you for participating in this interview. Your responses will remain confidential.

Appendix B: Consent to Participate Mainstream Teachers

Institutional Review Board
1204 Marie Mount Hall ● 7814 Regents Drive ● College Park, MD 20742 ● 301-405-4212 ● irb@umd.edu

CONSENT TO PARTICIPATE- Mainstream Classroom Teachers

Project Title	*Uncovering Mainstream Classroom Teachers' Understanding of Working with English Learners*
Purpose of the Study	This research is being conducted by **Karen Walkinshaw Garris** at the University of Maryland, College Park as a part of her dissertation research. It is directed by Dr. Drew Fagan, advisor. We are inviting you to participate in this research project because you are a mainstream classroom teacher of grades 4 through grades 8. The purpose of this study is to explore what mainstream classroom teachers know about English learners (ELs), what they perceive to be their roles and responsibilities in working with this student population, and what they want to learn to help teach/instruct this student population.
Procedures	Your participation in this study involves the completion of a face-to-face interview that will ask about your experience, training, beliefs and attitudes regarding teaching ELs. The interview will also ask you about what you know about English learners (ELs), what you perceive to be your role and responsibility in working with ELs, and what you want to know in working with ELs. The interview will take approximately 45 minutes to complete. The interview will be digitally audio recorded. Your interview will be coded and there is no way to link your identity to the completed interview. This information gathered from the interview will be shared with the school principal and district Title III office in order to provide mainstream classroom teachers with professional development of ELs that they have requested. Confidentiality will be maintained throughout the entire process. Non-identifying information and pseudonyms will be used to protect the confidentiality of the participants. All paper and digital files will be stored in a locked in filing cabinet at the home residence of the researcher. All files will be destroyed three years at the conclusion of this study. Sample Interview Question: What do English learners need to know in order to be successful in your classroom?
Potential Risks and	There are no known risks to you for participating in this survey, as

Discomforts	your responses will be confidential.
Potential Benefits	There are no direct benefits from participating in this research. However, possible benefits include informing the district of professional development needs in order to teach English Learners. We hope that, in the future, other people might benefit from this study through improved understanding of what mainstream teachers know about ELs and what they believe they need in order to instruct them.
Confidentiality	The interview will be confidential. Your interview will be digitally audio recorded. The recording will be transcribed using Rev.com. Any potential loss of confidentiality will be minimized by storing data in a secure location such as: locked cabinet and using password protected flash drives. *If we write a report or article about this research project, your identity will be protected to the maximum extent possible. Your information may be shared with representatives of the University of Maryland, College Park or governmental authorities if you or someone else is in danger or if we are required to do so by law.*
Compensation	*No compensation will be given in accordance to school district policy.*
Right to Withdraw and Questions	*Your participation in this research is completely voluntary. You may choose not to take part at all. If you decide to participate in this research, you may stop participating at any time. If you decide not to participate in this study or if you stop participating at any time, you will not be penalized or lose any benefits to which you otherwise qualify.* *If you decide to stop taking part in the study, if you have questions, concerns, or complaints, or if you need to report an injury related to the research, please contact the investigator:* ***Karen Walkinshaw Garris*** *kwalkins@terpmail.umd.edu* ***or*** ***Dr. Drew Fagan*** ***College of Education, University of Maryland*** *dfagan@umd.edu*
Participant Rights	*If you have questions about your rights as a research participant or wish to report a research-related injury, please contact:*

	University of Maryland College Park Institutional Review Board Office 1204 Marie Mount Hall College Park, Maryland, 20742 E-mail: irb@umd.edu Telephone: 301-405-0678 *This research has been reviewed according to the University of Maryland, College Park IRB procedures for research involving human subjects.*	
Statement of Consent	*Your signature indicates that you are at least 18 years of age; you have read this consent form or have had it read to you; your questions have been answered to your satisfaction and you voluntarily agree to participate in this research study. You will receive a copy of this signed consent form.* *If you agree to participate, please sign your name below.*	
Signature and Date	**NAME OF PARTICIPANT [Please Print]**	
	SIGNATURE OF PARTICIPANT	
	CHECK BOX TO AUDIO RECORD	
	DATE	

Appendix C: Field Notes Document

Field Notes

Descriptions	Reflections
In this column, record details about geography of the space, relations among persons and objects, and atmosphere or tone of site.	In this column, note how particular details relate to the purpose. This section is done AFTER the observations when you have time to consider their import. The left-hand column should take up all your time as you observe.

Appendix D: Interview Protocol and Questionnaire: District Title III, State Title III, and ESOL Teacher

Interview Protocol and Questionnaire: District Title III, State Title III, and ESOL Teacher

Interview Protocol: District Title III, State Title III, and ESOL Teacher

Date:

Time of interview:

Interviewer:

Interviewee:

Position of interviewee:

Briefly describe the project

District Title III, State Title III, and ESOL Teacher Questionnaire

Background information questions:

Tell me about yourself.

Describe your career with English learners.

How has the requirements of the Every Student Succeeds Act (ESSA) informed your

decision making for schools? For yourself?

What professional development for mainstream classroom teachers of English learners

has been offered at the state or district level?

How has this changed from the years prior to the ESSA?

What is the state/district plan for English learners?
How does this involve English teachers of other languages?
How does this involve mainstream classroom teachers of English learners?

Thank you for participating in this interview. Your responses will remain confidential.

Appendix E: Consent to Participate District Title III and ESOL Teacher

Institutional Review Board
1204 Marie Mount Hall ● 7814 Regents Drive ● College Park, MD 20742 ● 301-405-4212 ● irb@umd.edu

CONSENT TO PARTICIPATE- Title III District Official, Title III State Official, and Davis Family School ESOL Teacher

Project Title	*Uncovering Mainstream Classroom Teachers' Understanding of Working with English Learners*
Purpose of the Study	This research is being conducted by **Karen Walkinshaw Garris** at the University of Maryland, College Park as a part of her dissertation research. It is directed by Dr. Drew Fagan, advisor. We are inviting you to participate in this research project because you are the district Title III representative, the state Title III representative, or the English Speakers of Other Languages teacher at school being researched. The purpose of this study is to explore what mainstream classroom teachers know about English learners (ELs), what they perceive to be their roles and responsibilities in working with this student population, and what they want to learn to help teach/instruct this student population.
Procedures	Your participation in this study involves the completion of a face-to-face interview that will ask about the practices and policies of Title III office to the district and/or school. The interview will also ask you about what you know about the Every Student Succeeds Act and what mainstream classroom teachers should know about ESSA and ELs. The interview will take approximately 45 minutes to complete. Your interview will be coded and there is no way to link your identity to the completed interview. The interview will be digitally audio recorded. Your interview will be coded and there is no way to link your identity to the completed interview. This information gathered from the interview will be used to provide background information and content for ELs in this school, district, and/or state. Confidentiality will be maintained throughout the entire process. Non-identifying information and pseudonyms will be used to protect the confidentiality of the participants. All paper and digital files will be stored in a locked in filing cabinet at the home residence of the researcher. All files will be destroyed three years at the conclusion of this study.

	Sample Interview Question: How has the requirements of the Every Student Succeeds Act (ESSA) informed your decision making for schools? For yourself?
Potential Risks and Discomforts	There are no known risks to you for participating in this survey, as your responses will be confidential.
Potential Benefits	There are no direct benefits from participating in this research. However, possible benefits include informing the district of professional development needs in order to teach English Learners. We hope that, in the future, other people might benefit from this study through improved understanding of what mainstream teachers know about ELs and what they believe they need in order to instruct them.
Confidentiality	The interview will be confidential. Your interview will be digitally audio recorded. The recording will be transcribed using Rev.com. Any potential loss of confidentiality will be minimized by storing data in a secure location such as: locked cabinet and using password protected flash drives. *If we write a report or article about this research project, your identity will be protected to the maximum extent possible. Your information may be shared with representatives of the University of Maryland, College Park or governmental authorities if you or someone else is in danger or if we are required to do so by law.*
Compensation	*No compensation will be given in accordance to school district policy.*
Right to Withdraw and Questions	*Your participation in this research is completely voluntary. You may choose not to take part at all. If you decide to participate in this research, you may stop participating at any time. If you decide not to participate in this study or if you stop participating at any time, you will not be penalized or lose any benefits to which you otherwise qualify.* *If you decide to stop taking part in the study, if you have questions, concerns, or complaints, or if you need to report an injury related to the research, please contact the investigator:* *Karen Walkinshaw Garris* *kwalkins@terpmail.umd.edu* *or*

	Dr. Drew Fagan *College of Education, University of Maryland* *dfagan@umd.edu*
Participant Rights	*If you have questions about your rights as a research participant or wish to report a research-related injury, please contact:* University of Maryland College Park Institutional Review Board Office 1204 Marie Mount Hall College Park, Maryland, 20742 E-mail: irb@umd.edu Telephone: 301-405-0678 *This research has been reviewed according to the University of Maryland, College Park IRB procedures for research involving human subjects.*
Statement of Consent	*Your signature indicates that you are at least 18 years of age; you have read this consent form or have had it read to you; your questions have been answered to your satisfaction and you voluntarily agree to participate in this research study. You will receive a copy of this signed consent form.* *If you agree to participate, please sign your name below.*
Signature and Date	**NAME OF PARTICIPANT [Please Print]**	
	SIGNATURE OF PARTICIPANT	
	CHECK BOX TO AUDIO RECORD	
	DATE	

Appendix F: Mainstream Teacher Interview Responses

Interview Questions About What Teachers Report that they Currently Know about Working with English Learners?

1. Do you have any English learners in your classroom? If so, describe them.

   Teacher 1: I know for sure that I had one who's transitioning from a bilingual class, and he's very emotional in the morning. He thinks he's not ready, but Mr. Gram cannot contact his teacher from last year, said he's definitely ready, that he just gets a little nervous. And I know that Mr. Gram said he has one more on the schedule. And I have two more that came from an ELL situation in another school, like they speak mostly Spanish at home.

   Teacher 2: I do not at the present time have any English language learners. Actually, I have one that I'm not sure ... last year in 4th grade, she did get pulled out for ESL. Nobody's indicated anything to me this year so, she may have passed.

   Teacher 3: Currently? I do not. I have in previous years.

   Teacher 4: No, I do not.

   Teacher 5: No. I don't have any English learners in my class right now. In the past, I have had a couple, not too many, English learners. So I'm not that familiar with that population.

   Teacher 6: Yes. Yes, I do. At first, I was under the impression I didn't. What it is, I think a lot of 'em have ... They're either about to transition out, or they have transitioned out. They were English language learners, or they're just about ready to come out.

   Teacher 7: Yes. I currently have one.

   Teacher 8: Are these the same students that are coming out of the ESL program? Is that what you're talking about? Because I was only here two days, I didn't get, and this is my second day back again, I'm not really sure. I'm still evaluating my students. Is that going to hurt you at all? Because I'm still learning who the students are. Yes. I know I have some released.

2. Describe some of the activities that you do with your students throughout your class?

   Teacher 1: Well, of course we do a whole class lesson. We do mini lessons. What else do we do? Guided reading. Guided math. You know, they have their

individualized, working on i-Ready right now so we can get their path to what they need and then they get support through the i-Ready program.

Teacher 2: So, in the class in general, we follow a curriculum and we're doing right now in 5th grade, an engaged New York on human rights. So, it's very nice, we're working on the universal declaration of human rights so, it's actually a lot of close reading and it's a lot of complicated text but we're breaking it down into chunks and trying to discuss it.

Teacher 4: We do a lot of group work. Like today, one of our activities was reading from the text book and then we created a poster board based on lesson that we read. Students present that at the end of the period. That's one of the lessons we did today.

Teacher 5: Okay, so, what we usually do, we're usually reading either a novel or a shorter story for whatever our focus is for that day. So if we're trying to figure out what the structure is, what the author's purpose is, whatever, but when we come to whole group, we're reading something and analyzing it for something, just dependent on whatever the focus is on that particular lesson.

Teacher 6: Well, the demographics in my classroom ... First, a lot of them are below poverty. Just about everyone in my class is on some type of assistance or they receive a free lunch. It's primarily made up of African American, Hispanic, and Asian. Their levels, for the most part, I do have a few low level students that are third grade level and a few sub areas of math, where I have others that are on grade level and a few that are actually above grade level in certain aspects of that. Some, of the things we do, is we use ... The main thing we use is computers. We also use small group instruction. My class always starts out with a whole group instruction. From there, we basically can decide who needs to go to small group first. This year, unlike last year, I'm going to actually have my groups pre-made based on their i-Ready scores.

Teacher 7: We're based on the core curriculum standards, so all of the grade level standards as far as reading, understanding, and comprehending the text, being able to analyze text across multiple texts, and then also turning around and being able to write essays based on evidence within texts.

Teacher 8: Okay, typically we learn about a topic and I can use a smart board where I do interactive learning with a program that allows students to have assimilation's and then students are able to then create a lab experiment using an engineering process. A lot of the things that we do are explorative with the concepts that they're suppose to learn with the topics. A lot of it's discovery, I try to run my class through discovery, you figure it out, then what did you do wrong? I'll help you with that. They seem to catch on that way.

    a.   Do these activities work with your English Learners?

Teacher 1: Not always. Sometimes they need extra support. They don't understand exactly, like what the other kids would just automatically know, "Oh, that's what that means. I need to do that." Sometimes a translation to English language is difficult, because it's not so clear as Spanish. And every other language, right? Because we all kind of different, you know, like contractions confuse them. Sayings.

Teacher 2: It would be very difficult for an English language learner to be working on that so, I would often, when I had them go back into Newsela and see if we were working on an article if they had a Spanish version on it. To communicate things, I actually had labels around the room to help them start to learn English. So, I would put labels up for desk window and I used Google translate an awful lot, an awful lot to try to talk with them if they spoke none. Or I would rely on a student, last year in 4th grade I had two or three boys that were pretty bilingual so, I would use them a lot to interpret.

Teacher 3: I'm not gonna lie. That was a struggle, especially, for example, last year with 28 students who ... English, ELL was just one sort of thing among many other struggling students. It was really hard to do what I wanted to do for these students. The ELL students or ESL students are pulled out by a teacher here. I wish I could have done more.

Teacher 4: I was a para last year at another school. There was a couple English language learners. We would basically just work one on one with them, trying to get them to ... 'cause obviously they have a harder time with the materials and the curriculum, but as a para, I basically worked one on one and tried to help them understand more closely.

Teacher 5: I think so. A lot of the kids seem to now like a whole group. I don't really like it either, just for the simple fact that I can't really ... I don't know. With small group, I can make sure that each and every student participates. With the whole group, they can kind of sit back. So with her group, with that group in particular, I did have a lot of success, I think, though, with whole group because most of the class would participate. And I didn't do it where ... I didn't have people raising their hands. I was using Dojo so I would go random. And so it kind of ... Everybody knew they had to be ready to answer. (Referring to a previous student) She was going to Mr. Gram (ESL teacher) three times a week. So I think she said she's not going to him anymore. Now, so I could be wrong. I don't know if she was there for ... I don't know exactly what she was going for. I know she said speech, and so I don't, because it didn't seem to me like she was having a language barrier issue at all. You know?

Teacher 6: I think the one that works best with my English learners, are the ones that are computer based. Some, of the computer based programs

do actually lend themselves to foreign language. That's the biggest problem we have, making sure that they understand what's being said to them verbally, so that they can translate that into the work that needs to be done.

Teacher 7: Yes.

Teacher 8: Believe it or not my English learners are very intuitive with the computer and the assimilation's and can figure that out. They're not comfortable so much with the book, they'll try to go through the motions but when I give them the hands on to do it, their brains just pick up and they do. Then it kind of explains what the text was supposed to tell them, they learn that way, I've seen that, that really blows my mind with a couple of them.

3. How do you know that an English learner understands your lesson?

Teacher 1: Basically, by their work. Their exit ticket. Any kind of assessments we do. My interactions with them, basically.

Teacher 2: I think I would use the same parameters based on any other student. So, it would be that if I were giving it to them in their native language, were they giving me their answers that showed an understanding of the material and I would actually have to go into a Google and translate, type in their Spanish to see. And sometimes the meaning would be there but maybe the word order would be off, which is okay for an English learner because that happens sometimes. But I've had instances where they just don't want to work. I think sometimes it's overwhelming being maybe one of the only people that doesn't speak that or if I'm trying to find substitute work, something similar but I can't find exact, they know they have to do something but we try and then we work with the ESL teacher and try to get materials. So, sometimes it's difficult to understand if they're comprehending everything truly.

Teacher 3: I'm thinking back to last year. There was a little girl who was in ELL, and she got it. I could tell she got it based on her exit tickets, her classwork, her scores. She was understanding what was being put in front of her, and I wasn't worried about her being left behind or struggling with the content, especially, we were doing some pretty rigorous things last year. So for her specifically, I wasn't worried that she was not understanding because she kept up with everything.

Teacher 5: So, basically, the same way as the other students. Throwing out questions and assessment. Going back over it the next day. Coming back and saying, "Okay, so let's do a little synopsis of what we took away from yesterday's whole group lesson," and things of that nature. So making the students accountable for the information that I gave them to make sure they actually received it. So honestly, nothing different from, not during message, well, not in

whole group, anyway. When small group comes in, then that would be a different story. So I group them based on their reading level, their Lexar levels. And so when we come into small group, that's when I can say, "Okay, this is the skill that we're going to work on today," and they are challenged to do the same thing as the other students. I don't really modify. It wasn't necessary for me to modify based on her language.

Teacher 6: Basically, I base everything on the work that they submit to me. Okay, I look at their scores and if their scores dictate that they do, then for the most part I'm satisfied.

Teacher 7: By their work, the evidence of their work. As they produce their work, whether it's conversation about a text that we're reading, their demonstration of understanding it, or if it's in the written response.

Teacher 8: They have to justify through exploratory measures, they have to validate through quotes or text, informational text, I do make them do that. More so when they have to explain the process to me, sometimes they can't verbalize it but they can show me. The one individual ... The concepts to try and say it to me in English, they have trouble with what exactly they're doing but they can build it. That shows okay, well you got it, I understand and even through years before I could talk 'till I'm blue in the face I can teach them what it is here, but then they come in and I know that they got it because wow, you just did that. How did you do it? And they show me. Yeah, they show me, that's the bottom line.

a. What do you do when English learners do not understand your lesson?
   Teacher 1: I try to go over it with them again, just be more clear in the directions and make sure they understand the concept. Basically just more repetition. That's usually, that's what they need. Unless they have another learning problem.

   Teacher 2: I would refer, a lot of times I would go to our ESL teacher and ask him for suggestions, I would contact a parent. Sometimes they'll have one parent who surprisingly is bilingual, fluent, even if their student is not. And I could say that I would have ... I'm trying to communicate, can you help? And I'm trying to put things in Spanish and English, send home some extra reading, could you read it to them and help them with it? But it's a difficult one. I would heavily rely on the ESL teacher if there was available and then just anything I could find, go to other teachers and ask for ideas.

   Teacher 5: Reteach it. Because I also do one on one. So if I feel like somebody is really struggling, then instead of a small group, it'll just be a group of one on one. And I feel like it's been successful. I feel like she, as long as they're growing, at the rate that they're supposed to.

Teacher 6: That's when I go searching out the ESL teacher, as well as I try to sit down one-on-one with the student. Sometimes in cases, I have used other students to help assist me to make sure that this person does understand what I'm asking them to do, or sometimes I actually buddy 'em up, so to speak.

Teacher 7: It will vary depending on that student's level of their command of the English language, whether it's something that I can support within the classroom, whether I can have that student come up at lunchtime for additional support. I'll look for alternatives. And then, from time to time, I will take Mr. Gram, our E.L.L. teacher, as a partner, so that we get together and focus on whatever skill we're working on and team up with that student.

Teacher 8: I always have to explain it different ways, even for myself and I'm not an English learner but not everybody learns the same way so you have to get to it this way, or this way, or this way to come at. Even in math it's the same thing, you can't just teach one way, you have to break it down in different ways and one of the ways hopefully they'll get. Or what I've done in the past too is I'll have a peer ... Sometimes I find that they get not confused but they get embarrassed to the point where they shut down, not wanting to but they shut down because they feel maybe a little intimidation that I should really know this, I should be able to talk and they trip over themselves. If their peer explains it, oh they're more relaxed. It works better that way so anything that will work, I try.

4. What do English learners need to know in order to be successful in your classroom?

Teacher 1: What do they need to know. That you can't be perfect. You're gonna make mistakes. Everything can't be the right way, right away. And don't be afraid to ask questions. The ones I have this year seem to be really good at that. If they don't understand, they'll come let me know real good. Really nice, they are such good students, these girls I have are excellent. I think they came from another school in this district. But they are wonderful. If they don't understand, they aren't afraid to say anything and they're just always trying their best. When a boy calms down, he's fine, but it's a lot of crying in the morning, but have you seen him in the morning? You haven't seen him in the morning.

Teacher 2: We can't use not knowing the language as a scapegoat for sitting and choosing to do nothing. So, there's ways we can do it, like I've said, I will go out of my way to use Google translate or find similar materials in Spanish to give them something to work on comparable to what we're doing or try to partner them up with somebody and give them crutches. So, I think the biggest thing is just knowing that even if it seems a little strange and foreign to you, there still is that expectation that you're part of a class, we're going to help you but you need to

start to work and find your way in, even as difficult as it might be. And also, starting to pick up the English language and practice and use it more greatly helps and if they can have pullout assistants, that also helps.

Teacher 3: So an English language learner has to know, I think vocabulary is a big deal, especially in fifth grade when a lot of our ... We have content specific words and domain specific words. There's a lot of new words that are being thrown at them, and I think an English learner is able to use the context clues, the word, breaking apart a word into prefixes and suffixes. And I think English language learners would struggle with breaking apart a word based on prefix, suffix, affix, all that stuff.

Teacher 5: Well, I think they just have to understand what's expected of them. Because that's something that we have to remind ourselves of. They might understand the material or they might understand the concept, they just don't understand the language. But like I said, I have had such limited experience with those students, though.

Teacher 6: That I expect my work to be done. First and foremost. It's non-negotiable.

Teacher 7: They need to have where they come with a command of reading skills. However, many of our students that are not English language learners are below grade level. So, as our English language learners need support, so do many of our other students, so we layer the support within the class.

Teacher 8: They need to try, that's one thing that they need. They also need to be able to understand basic concepts, the engineering process they have to understand. They have to understand the scientific method. They have to know how to question a hypothesis, predict things. They need to persevere and know that just because it doesn't come out one way, that you thought that it was gonna come out doesn't mean that you're wrong. You just go back to the drawing board and what can you change?

Interview Questions About What Do Teachers Perceive Their Roles and Responsibilities to be in Working with English Learners?

1. What does it mean to be proficient in a language?

Teacher 1: That's a good question. I don't know. I grew up, my parents, my father's Greek and my grandparents lived next door and they spoke mostly Greek, but English a little bit. And I clearly remember when I was little, too, my grandmother said, because she knew I was learning to read and write English, she goes, "Every day, you come home. You show me." But she would still get the Greek newspaper delivered, from Karpathos, a small island in Greece, for her to read in Greek. She would get things mailed to her in Greek. So whether she was

really wanted to learn English or not, I don't know. She can speak enough to get around, but yeah.

Teacher 2: I think to be proficient in a language is that it's very comfortable to you, you're not using all of your cognitive abilities for word decoding. You know you know the word, you can read it, you sound like you're having a conversation. You can comprehend and understand and make meaning of what you're reading, even if it's difficult and it's not the first time you have strategies to use, you can talk with other people, reread, research things, look it up. So for me, that's what fluent means. That I can figure things out and I have different skills and ways to do that if I can't get it initially.

Teacher 3: That's a good question. I've never really thought about that because I am proficient. I think to be proficient in a language is to be able to understand fully conversationally, to be able to understand the words and where they've come from. I think when I was learning Spanish, just very base level words we were starting with. We learned why there's an A, why there's an O, what those differences mean, but I would not consider myself conversationally ready at all. I was learning words, not being able to put them into sentences or paragraphs or make them a whole entity. They were isolated.

Teacher 4: To be proficient, I would say to have a sustainable conversation. Basically, you understand what is being said and you are able to communicate through that language.

Teacher 5: I think to be proficient in a language, you have to be able to read it, write it, and speak it, as well as understand when somebody's speaking to you.

Teacher 6: Demonstrating understanding of what's being said.

Teacher 7: My understanding of it would be to understand, in a classroom, the gist of a text. So they don't necessarily need to be able to understand every single word, but they need to understand the main idea of it. Probably the same thing. They need to be able to understand basic communication skills.

Teacher 8: I believe that to be proficient you should be able to function. I was learning another language, my language that my family comes from in Greece and sometimes for you to be successful you need to be able to piece in the holes. I was always really good at that, I could take the whole and even though I'm missing some parts, I had to keep an open mind to see where is it going. So using context cues I guess, so I think that's important to be successful in ... You should be able to get your idea across. Even though you don't know every single thing, you should be able to have somebody else understand the gist of what you're talking about. At least on this level, I think that's a bare minimum. Success is a whole bunch of different things. Yeah. I mean they should be able to understand the concepts. They should be able to ... I gotta think about that for a minute. I gotta

say it right. It depends where that individual wants to go. If they wanna go to college just bare conversation to get by on the street have a good day and stuff like that or go to the store and understand directions, that's not gonna cut it. So for them to be proficient they need to understand content, they need to understand syntax, they need to understand the idioms. There's all different misconceptions of, especially the English language is so difficult because you can't translate and a lot of our English learners they try to take what they know from their language and translate it verbatim and you can't so you need to know the ins and out of English to be proficient.

a. How does one become proficient in a second language?

Teacher 1: I guess immersion into a language in all parts of life. That's why I feel bad for the kids, because I know they're immersed in it here, but when they go home, they're still immersed in the Spanish at home or whatever language they speak at home, so it's hard to adjust, and sometimes I see them processing. Like you say something, if you know that they're basically Spanish speaking, you see them trying to say, "What is that?" Last year I had ... was it last year? Year before. I kept getting kids that were supposed to be in the bilingual class. Understood no English. So that was a whole thing. Four girls, they came and they had to fill out the paperwork. Mr. Gram had to do, you know, they had to fill out the home survey, and by the time the paperwork came, they were here two or three weeks. But they didn't stay. It was three or four girls.

Teacher 2: Oh, I wish I was, which I'm not. I think immersion, so whole language learning. You just are kind of thrown into it helps greatly because you get an association. So, definitely having a second language course, the younger the better. Because we know that young children, their brain just sops that up and it's so much easier to learn a second language or a third language when you're younger and just use it than it is when you're older to try to learn something. So, I think immersion and the younger the better.

Teacher 3: I think to be proficient in a second language, I think it's a lot of immersing yourself into the language itself and gaining, having more conversations and not just isolated like, like where's the dog? Making it relevant to the information that you're learning and connecting. If we're learning math and we're learning multiplying by 10, knowing that in English it's multiplying by 10, but also what it is in Spanish kind of connecting, bridging the two of the languages together.

Teacher 4: In a second language ... Basically through having a good conversation. Having a conversation, basically.

Teacher 5: Same thing. Be able to read it, write it, understand it when it's being spoken to you, and be able to speak it.

Teacher 6: Well, A lot of it, when you're young, I believe you can just pick up through conversation. However, they need help learning the correct version. That's where your ESL teacher comes in.

Teacher 7: I'm not sure I understand the question. Okay. So, I think a lot of it happens through conversation. So I know a lot of our students that are proficient in a different language actually seem to learn a lot more from their peers and daily conversations and interactions.

Teacher 8: Can we, when you say proficient because I can have a conversation in the second language, I don't think I'm proficient in that language. That's where I don't understand the question totally because I can go to Greece and I can get by. So in my opinion I'm safe to go there, to get where I need to go to do what I have to do but in a classroom I can't use that proficiency, I would fail. It depends. There's all types of learners and not everybody's gonna go to college and not everybody's gonna have a certain job. It depends where is this question ... Like to go to college proficient or ... I'm just asking about language. I'm trying to see, see 'cause I'm proficient to get by in the other language. With all the testing that we're doing, our students can't just get by is what I'm saying. Then I'm not proficient in the other language 'cause I could never do what our students here are required to do. I'm gonna say one thing. Last year I had a student from another, from Puerto Rico come in. Understood the concept, showed me that they could do the activities, could explain it. In broken English could explain the process but when I gave him the test couldn't get it but one question. Then I gave the same exact test in Spanish, it was the same wording and everything but in Spanish, same question, got an A. So were they proficient? That's where I'm torn because you could show me, you could actually do everything. I know you understand the concept but on the testing, no. The literacy part or language arts portion, there's a difference. My proficiency in that.

2. Do you think that there are any skills or knowledge that teachers need in order to educate English learners?

Teacher 1: Yeah, I really have never been trained what to do. Just ... yeah, I would appreciate some assistance, because I really don't know if I'm doing the right thing or not. I don't know. I know speaking louder doesn't help. I think the clearer repetition might help, but the speaking louder does not help. Some people do that. I don't know why, but like the kids will do that when they know another. No, I don't think that's it.

Teacher 2: I think that an understanding of their culture and especially that they may have customs and traditions that are different from yours plays a part because a lot of the times as teachers, we'll say, "Everybody look at me," and you know, in some cultures, looking directly at an elder may be a symbol of disrespect so, their eyes might be down, not because they're engaged but they're trying to be

respectful and if you don't know that about that culture, you're going to butt heads with that person. I think if you can take initiation on your own part to kind of engage in their world. Like when I've had Spanish English language learners in here, they actually help me. So, I would learn a couple more words than I knew in Spanish using them over and over. And I'd be like, "Hey cool," and they'd be like, "Yeah, you got that right Mrs. Spencer." I'd be like, "Yay, I know a new phrase in Spanish." So, not putting the whole burden on them but trying to meet them halfway.

Teacher 3: So with Spanish, I think if you have a Spanish speaking student in your room, I think as a teacher it helps wonders if you also know Spanish. It makes the student feel more comfortable. I think that if ... Even though I'm not a Spanish speaker, but I know a little bit and that has helped in the past, being able to make a connection with the student, saying comforting things to them to build a relationship. I did have a student who was Vietnamese and only spoke Vietnamese. It was very difficult. I don't know any Vietnamese at all, and it was very difficult to make a connection and make the student feel safe and comfortable in here because we had nothing in common language wise.

Teacher 4: Well, skill, definitely patience because you need to understand they won't get the material as fast as your other students. Patience ...

Teacher 5: Well, definitely. I think, you obviously can't learn every language that kids come in speaking, because certainly it's not like kids are only coming in speaking Spanish. Sometimes you have kids coming in speaking something else. So, I would just say it has to come down to ESL training. Which I don't know a whole lot about. But I think you should be able to know the difference between whether a child is struggling because of a language issue or because of it's a learning issue. So you have to be able to tell the difference between those.

Teacher 6: I think, if nothing else, they owe it to themselves, to know that child's background, where they come from. If they really wanna know what they're dealing with and they really are dedicated, they're gonna go get that CUM folder, that tracks them, and look into it and see where the child's coming from, to see what's going on. The reason I chuckle is, because I had a student that recently came to my class, and I said, "Where are you coming from, or what school did you come from?" The young man decided to tell me, "Oh. I came from Harlem." I said, "Okay." Well, lo and behold, I go down. I get the CUM folder. Young man transferred from a local school within this vicinity. I started to really delve in and find out a little, bit more about his educational background. Yeah. You really, wanna do your due diligence and go look at their charts and find out what you can about your child. If worse come to worse and there's no chart, you call the other school.

Teacher 7: Yes. I think they have to have especially... When you teach middle school, you don't do a lot of the basics of phonetic awareness, and there are 44

sounds in the English language. So, for a student that comes from a foreign country to be able to learn the sounds in English, in order to make sense of our words, that's something that a teacher needs to be able to understand. But, if you are dealing with students at a higher level where we no longer teach that, to be able to dig down and support.

Teacher 8: Absolutely because if you ... Alright, you should have the knowledge of how to help that child. Babel fish has been my best friend. Babel fish. Babel fish, I had a student from Haiti come, no English at all but had to sit in my classroom and I was expected to teach this child. So what I did was, everything that I typed up notes wise I would copy and paste into Google translate or Babel fish and have a conversation with my computer, back and forth. I mean I went above and beyond because this child didn't belong there but was in my classroom. That's how I could reach them. All the tricks to help them get acclimated, music was a wonderful thing 'cause music. If they liked a song it kinda got them interested in the language to the point where they could learn certain words. They need certain words to connect. That's a far end spectrum with that child, no English at all. So you need to have some way of reaching that child and that was mine, Babel fish and Google translate and music.

    a.   Why do you believe that teachers need those skills?

Teacher 2: I think because for kids, I feel that they need to relate to me as a human being as well as a teacher. Like, I don't hide my age, if they want to know what kind of pets I have, and the name, I tell them that because then I think they know a little bit more about me and they are willing to open up or engage a little or feel a little safer and they know when I can be silly and when I can be serious versus just this person and we don't know much about her. Can you repeat the question again also? Because I lost a little track of it. I think too because especially in our district, it's very transitional. We have a lot of students that move in, they move out and some of them move in from different states, different parts of the countries, different countries. I mean, I've had students that regularly go back and forth between the Dominican Republic, Mexico, Nicaragua, Columbia and even though they may all speak Spanish dialects and things may be different so, I think you need to realize that the classroom is actually fluid. People may come, people may come or go from different regions and you can't just, "Oh, you don't do what we do so, you're not gonna fit in here," you can't do that to them. So, you have to just realize that things change and go with it and be flexible. Well, I try to see who they feel comfortable with, especially if they're new. And where I might not do it with everybody, I might let them sit near somebody that I can tell that they seem to have a bond with because if they feel more comfortable, they're gonna take more chances. I just try to check on them a little bit more often, assess them, see what they are and then I'll try to find resources. I'll try to run around the building and find books in Spanish or something so that they're not like, "Oh great, every book here is in English, which I don't even know what that means so, she wants me to read, how am I supposed to read?" So, you just

have to go out of your way a little bit more and just realize that's part of your job but if that were your child, would you want them sitting there feeling sad or feeling like they couldn't do anything? No.

Teacher 3: I believe those skills are important. The thing I pride myself on as a teacher is making connections with students, and I think if you have these language barriers, it's hard to make a connection. Even knowing the very little bit of Spanish that I do, I can still say [Spanish 00:10:27].?? I still know [Spanish 00:10:29].?? I still know words to ... I think that also helps with the students seeing me as like, oh, she's trying even though her Spanish is terrible. It's building that relationship that is the keystone to a good classroom.

Teacher 4: It's definitely important to have as a skill because, like I said, students aren't going to understand material as fast as other students, so they're not gonna be caught up as quickly. If you're, for instance, the pacing guide that you're given. If you have a pacing guide and it needs to be followed, but your students are falling behind, it's your job to ... I don't wanna say put aside the pacing guide, but each student needs to be caught up to where they're supposed to be in order for everyone to move on. Because if they're not caught up, then what's really the point of it?

Teacher 5: In order to be able to reach the student. Because if you can't tell the difference, then you can't really help them. So, whether you're going to provide the resources that they need in class, or have them pulled out for some kind of resource, but you've gotta make the assessment in order to get them the right resources.

Teacher 6: Wouldn't you wanna be highly informed? I would.

Teacher 7: So that we can support our children. And make them successful.

Teacher 8: They have to have perseverance and you have to have the will to do above and beyond and many teachers unfortunately ah, that's not my job title. I don't know, I just love my students, so I think they need that. The teachers need to reach their children, that's your job to reach the child, make sure they're successful in any way you can and that's what I think.

3. Describe how you feel in working with language minority students?

Teacher 1: Oh, I always tell them, they have an advantage. They speak two language. In the world, every other country, in their elementary schools they learn two language. The ones they speak and another language. You're already ahead. You're right where you should be. It's definitely an advantage. I always make sure I tell them that. And I try to speak to the other kids, like when they're at, if they're with Mr. Gram or wherever, if they're just out for the day, how hard it is. Think about if you went to a school and they were only speaking some language you

never heard of. What would you feel like? You know, you gotta put your ... see how they would feel.

Teacher 2: It's tough for me, I'm not gonna lie. It's tough because it takes a little bit extra, it takes a little bit more time. It's frustrating for you because you're not always ... there can be miscommunication, I don't know their language, they don't know mine. I do feel bad sometimes when I have to rely on another student in the class to be a translator because I don't want to take your time away from what you're doing to act as an interpreter or translator yet, that ESL student probably feels more comfortable communicating to a peer than me and may give more information to them but it's hard because then you're trying to find equal work if they can't work in English so that they're working on a grade level at something similar but it's not exact and then trying to judge how that fits in with everything so, it makes your job harder. I don't turn it away but it definitely makes the job a little more complicated.

Teacher 3: I'm not going to lie. I think it's stressful. I don't think that as teachers, we're given resources to be able to incorporate these students more or know how to help them specifically. Yes, we do have pullout, but it's not consistent and it's not every day or as much as it should be. So a lot of times, teachers are left to find their own resources, and it's like, where do you look? You Google, how do I help an ESL student? So I think that part is frustrating. Not having the resources, not knowing where to look, not knowing even, how do you be in helping them? Left to my own devices, do I start with the alphabet with a fifth grader? I wouldn't know where to start.

Teacher 4: I liked it. Obviously, as a para, you're not the head of the classroom. You're not really running things. But, as a para, you got to work one on one with them. It was kind of your job to help keep them up to pace while the teacher was helping the other students. Help them. Keep them up to pace. Yeah, basically, keep them up to pace.

Teacher 5: It's frustrating for me, at times, because I don't want them to lose any time. I don't want kids sitting in the class and they don't know what's going on because they don't understand the direction. Not because they can't do the skill. Like say if it was in their own language, maybe they can pick out the main idea of the story. But if they don't understand the directions because of the language issue, so that can be frustrating. But what happens is that, in my experience, they pull them out. They take them. I had another student now, that reminds me, when they don't speak English at all, they end up being here temporarily, a couple of days, and then they send them somewhere else. So usually, wherever they can be better serviced, you know what I mean? So I've never actually had to have them in my class for the entire year, or to provide them, excuse me, with their resource.

Teacher 6: They need help just like everybody else. I'm a teacher. I'm here to educate and help learn, help students learn.

Teacher 7: I think the same that I feel about every other student. It's amazing to see them achieve, no matter what level they come in to us at, or where they come from, whatever any student's background is. I mean, all we want is for them to thrive and be successful.

Teacher 8: It's a challenge. I like the challenge. I like helping them. I like when the light bulb goes on, I like when they feel successful. I like to see them go on and come back and say "Guess what I got." I like to see them happy, to be successful people in society, it's a hard world, it's a hard world.

4. Who do you think should be responsible for the education of English learners?

Teacher 1: Their classroom teacher I think should be.

Teacher 2: I think it really needs to be the whole school or at least different departments within the school or heads of those. So, I think- So, I believe if you have somebody that is the head of the ESL department in the building, then when that new student comes in within a time period, assess them, meet with them if you know their primary language, speak with them, see what things they know because often, I even have trouble ascertaining if we have no records like, what grade were you in? Or have you been in school the last two months or did you just move and haven't been in school? And also, math and reading, even like, okay what should we do for the reading level, if we're working on a step where should we start them off? Do we test them, do we not test them? If they speak no English, read no English, how do we assess that level? Parent school coordinator reaching out to home, who are you living with? Does anybody speak English, does anybody understand or read it? Trying to support them in their native language as much as possible for things that do go home so parents are involved and know what's going on. But I mean ultimately, it is the classroom teacher because you're with them the most of the day.

Teacher 3: So I think that it should get to a point ... I think that if a student primarily speaks only Spanish and they're learning English, I think that they need to be in a Spanish speaking room that transitions them to learning English. Once they, I guess, graduate from that setting and go to a more like, not inclusive, but a more heterogeneous classroom, I think that then that should be the responsibility of the teacher. But teachers need ... And also getting help from a pullout teacher. But teachers need resources and they need help because I'm sure if you said, "Hey teachers, you're going to have ESL kids, here's resources, here's websites, here's where you can go to help them," I think teachers would be more than happy and willing to get started helping them.
I think a team should be involved in helping English language learners. Maybe I didn't answer it correctly because I'm thinking of like different degrees, like a kid who just knows Spanish versus a kid who kind of knows a little bit of English and can get by in a room. So you know, I think a team needs to be on board for these

students, figuring out if they should be just a Spanish speaking room or if they should be transitioning into a full-time all day diving in headfirst with English. And then the teacher takes on that hat to provide help, to provide resources. Of course, if there's an ESL pullout teacher available, that would be wonderful. But I think a team would be great.

Teacher 4: Everyone. Teachers, support staff, administration ... Like I said, it's a tough job to get English language learners caught up, but it starts in the classroom. And because they might go home to no one who speaks English. They might have a family who doesn't speak a lick of English, but if we try to get them up to pace in the classroom, then ... We just gotta try our best to do that.

Teacher 5: I definitely, from my experience, obviously the teacher, but also the parents, because I know that we did have an issue with one student who needed services and his parents were not signing. They misunderstood the process. They thought that if he was going to go to a different school that provided those services, that he wasn't going to learn English. So they were like, "No, we want him to learn English," so they want him to just be in classroom with other English-speaking students. (Interviewer asked if student remained in the classroom) He did. And people were trying to, like people here in the building, were trying to get him those resources, and they were never, by the end of that school year, it still went unresolved, because the parent wouldn't sign consent for him to receive the services. Well, as I said, the parents, because they need to make sure that they're putting their student in the best possible, if we're telling you we don't think that this is the right environment, that we think you should be doing this, and you don't educate yourself about, because that's not how it works. It's not like he's just going to be allowed to speak Spanish, and all the instruction is going to be delivered to him in Spanish, but I think that that's what they thought. Well, that's what was reported to me.

Teacher 6: Everybody that's in his path. Everybody he comes across, from the principal on down. Everybody, should have something to say to this person.

Teacher 7: Everyone that they encounter.

Teacher 8: I think it's the district's responsibility to make sure the students are placed properly. I do believe that children have rights. However, when a parent deliberately refuses to put their child where they need to be, I think that is such a disservice and I don't think it should be permitted by the district. I think the district should be able to put their foot down and say "I'm sorry, your child doesn't belong in this setting. To be helped, they need to be here. To be serviced, we're in service of our students and you're doing such a big disservice by not keeping everything in line the way it should be." Also to the other children in the classroom it kind of holds them back too because if I'm the only teacher in there and I have to spend so much extra time with that child so that they can reach what their goal. Overly and I'm saying, not something that can be done quickly or when

another child has to translate for them 'cause I've seen that in the past also. I try to avoid that because then you're losing, you're missing what I'm saying or you're missing the instruction. I think it's the district's responsibility.

Interview Questions About What Do Teachers Report That They Need to Learn in Order to Better Work with English Learners?

1. What support is available to you in order to instruct English learners?
   Teacher 1: We have pullout. It's one of my boys is supposed to go out during our literacy block, but that hasn't been set in stone yet for this year, so I think it's just one student right now. But they do a completely different lesson, like he doesn't usually support what we're doing in class. Because I ask before, if you want to know if we're working on character traits or would you want to support that and he said, "No, they have their own different curriculum they do."

   Teacher 2: Not a lot. There's not a lot. From my experience being at this school for 20 years almost, the support for English language learners in our school has gone down greatly. We used to be a school that had bilingual classes. And so, we would have a two, three, four, five bilingual so they would. And so, then they decide that we will not have any bilingual classes at our school. We used to always have at least two ESL teachers too. And if somebody spoke Spanish, we also had somebody that spoke Cambodian or Vietnamese too. So, because we would have a good population that spoke Vietnamese or Cambodian so, I feel like now we primarily support Spanish speakers, which might be the large population of students that are bilingual or non-native English speakers but we do have students that speak other languages that may move from Cambodia or Vietnamese, which I've had before and there's really ... if you're ESL teacher's primary other language is Spanish, they have skills I believe but it's still difficult so, I feel like that position has gone away. Why? Maybe because we don't see as many of them and there's not as high of a need but I feel like a whole population gets left out.

   Teacher 3: So I think the resources are very limited. Like I said, we do have an ESL teacher who pulls students out. I've reached out before. I don't know if my results were what I wanted, so I'm left to my own devices. I'm a very good Googler and that's where I go. If I need help translating things, there's teachers in here who are more than happy to help me with that sort of information. I reached out to our ESL teacher who pulls students out.

   Teacher 4: I haven't looked too much into it yet, but I have a bunch of text books over there and worksheets that will help English learners.

   Teacher 5: I think I use, I refer to Mr. Gram. He's our, I don't know exactly his title, but I think it's like English ELL. That's what it says on, because I just walked by his room, and I wasn't really paying attention. But he provides services for our second language English learners. Not that I'm aware of. I feel like I could

obviously reach out to administration and say, " I feel like this particular student needs services that I'm not able to provide."

Teacher 6: We have ... A lot of times we have co-teachers. We have ESL and we do, like I said, have computer. The biggest support would be the ESL teacher.

Teacher 7: I know that I have the opportunity, on my own, to do whatever research I need and find whatever interventions that I can. So, I have those resources. And then, outside of that, I would certainly reach out to Mr. Gram, our E.L.L. teacher, conference with him, see how else I can support a student.

Teacher 8: We have Mr. Gram I allowed to say his name? He has pull out. The English learners are given a remedial sessions so he pulls them out during subjects, certain subjects and works with them, helps them. Also helps with make sure they're placed properly but then his hands are tied also if a parent just refuses.

2. What kinds of materials are available to you to instruct English learner?

    Teacher 1: None. I don't have any.

    Teacher 2: Again, if were talking about ELL students, English language learner, not a lot. Not a lot. Anything that I found ... and I say found, anything that I was able to get, I found on my own pretty much. I would go down into the book room after school, before school and look for any books in Spanish I could find or old even guided reading DRA books. I found the Spanish kit and I pulled those books up. I would go online, like I said, in Newsela and try to find articles both in Spanish and in English so they could follow along at the same grade level. Google translate, I would go into things for Spanish learners so, primarily, unless that student is tested and is deemed somebody who needs pullout ESL on his schedule, time with the ESL teacher, it pretty much all falls on you as the teacher to find any materials for as long as that student is with you. Now, the past year, so a lot of those students were transitional, I might have them for a month and a half, two months, two weeks and then they might put them in an appropriate school that maybe supported their needs better but while you have that student, you need to educate that student so, it pretty much falls on the primary teacher.

    Teacher 3: What's available in my classroom right now is what's available to teach all the students in here. I do not have anything specific for ESL learners, unfortunately.

    Teacher 4: It's workbooks. Pages from the school. Obviously, it's not as in depth about the lesson or as much problems or whatever, but it simplifies it so it's easier for English language learners to learn about the material.

Teacher 5: I'm not aware of, I'm trying to think if, I don't think students can access i-Ready in any other language. Or, yeah, so as far as materials, I really am not sure.

Teacher 6: For me, basically all we have is the computer. We actually do have a ESL site, I believe in the district, when have a lot of kids that speak a foreign language. When it comes to us, we just basically use the computer. The computer does have programs that will switch over to another language. I think one of the ones I've used in the past was, Babylon. I forgot the other one, but I have used a couple.

Teacher 7: There isn't anything per se that I have within my classroom, but I don't feel limited that I can't gain access to whatever I would need, either online or in some other way.

Teacher 8: From the district, believe it or not we have a Spanish…Well, we had a Spanish portion of our text books that I am privy to still online and I've also, in the last minute if a child's really needing help it's remedial work on the computer and I can log in under me and it's all Spanish. The book, the classwork's, homework's what not, I can do that. It's only in Spanish.

3. What kinds of training have you had in working with English learner?

Teacher 1: None.

Teacher 2: Zero. Zero except for maybe long ago, like twenty-some years ago.

Teacher 3: I have had zero training. I wish I had more training, but I've had zero training.

Teacher 4: No, we didn't have any instructional training or anything like that.

Teacher 5: I have not ever had a training on working with English language learners.

Teacher 6: That would be none.

Teacher 7: I've taken a lot of seminars about English language learners, so from professional development I've gained some knowledge. And I think the students have been my best teachers, in seeing what works for them, what's been successful, and what hasn't.

Teacher 8: Other than my own personal training. From the district, none.

    a. If you had training, who provided the training?

Teacher 7: I took them, one was through the neighboring university. It was an online course. And others have typically been online courses. To tell you the truth, I don't really remember how I found out about it, but I've had a lot of E.S.L. students over the years, and I felt that I needed the support. So, I think I just kind of researched and found it.

Teacher 8: I have a degree in English proficiency, Ann Arbor, Michigan because when I moved to Greece I was teaching English so I needed that.

    b. Was the training effective? Why or why not?

Teacher 7: Yes. I've used almost all, I would say, all of the techniques that they have provided. And there were some, I think, that didn't work as well as others, but I think that you need to have almost a collection of resources. Certain things will work with one child and they don't work with another, so that when you have that kind of basket full of things, of options, that you can use, then you always have something else that you can fall back on and try something else.

Teacher 8: If I didn't apply what I do on my own, no.

4. If you could have anything available to you that would increase your effectiveness of instructing English learners what would it be?

Teacher 1: I just think some books for my classroom library. The kids actually found some books in Spanish, and I'm not quite sure how they got in the room, and then someone said they brought them from their own school. They were switching books. They put them in our basket by accident. So they noticed them right away. Those kids were excited to see them, because kids that weren't speaking Spanish wanted to take one home and give it a try. I said, "Go ahead, take it." Yeah, it's just like American Reading Company, a red book. Like a third grade level book. Chapter book. It looked like a cute little girl's book, you know, with pictures on the front that looked, enticed girls to read it. I don't know what it was.

Teacher 2: Okay, if I could have anything, I think it would be maybe a second ESL teacher. So, somebody that has an established schedule with students and then somebody that just deals more with students as they come in or even a second body to pull them out more because the more practice, I think the quicker they'll pick up, especially the younger they are. The other thing that would greatly help is tablets or something like that because there are sites where I can put the students on and it could teach them how to speak and they can see their mouth movements, their tongue movements and things like that so, that is also something to put them on if we're doing something that we don't have a comparable substitution in their language and our computer systems don't really ... they're not mobile and they don't promote that but if we had something like that, that would also help.

Teacher 3: I think it would be really nice to have a reference book or a guidebook. If a student comes, where do you start? I'm teaching fifth grade math. I know this fifth grade math, but how should I teach this if there's an ESL student in the room? What could I do differently? So I think a guide, or a reference, or resources, websites made available that were nice and easy and to get to so I don't have to Google everything.

Teacher 4: Obviously, everyone probably say a English learning language aide or something like that who could be there, knows everything that's goin' on, and could sit with the English language learner and help them through it. But, obviously, that probably won't happen. Like I said, just any materials or text books or anything that are specific to English language learners that'll help me and help them with the material.

Teacher 5: I think that I would, if I had a suspicion that I had a child who was having difficulty because of the language aspect, I wish that there was an assessment tool that I could use, to give it them on day one. And then I could make a recommendation there, on what should happen next. With the parent, and with the administration.

Teacher 6: I probably would go to a PD class here or there. More importantly, though, I would definitely wanna make sure that we have someone on site that speaks that person's language, who can spend time in the classroom periodically, to make sure the child is doing everything best to their ability. A lot of times kids will say, "Yeah, yeah, yeah. I did it. I did it. I know. I know." Later on you get the work and you're like, "This don't reflect on, I know, I know."

Teacher 7: Rosetta Stone, because I think that if I could speak one or two languages, especially the languages that are most common within our school district.

Teacher 8: More computers. That's one. It would be nice that if there is an English learner that ... Because there's all different degrees of English learners but if as in the past I've had students that really are lost, have another teacher in there that can be their one on one.

    a.   Why did you select it?
        Teacher 1: Maybe expose them. Expose them to different literature that's in different language. Not thinking everything's in English in the world.

        Teacher 2: Well, I think the ESL teacher is just natural because it's a human being and hopefully, they are fluent or they've been through their education and their training, they know how to reach non-native English speakers and the best way to teach them in a sequential way to build on those skills with what they know or what they're lacking so, I think the

fact that we do have them, when you're getting pulled out once a week, I don't really think that works so much so, a second body might allow for more scheduled time with that ESL teacher, it might allow the ESL teacher to consult more one on one with the classroom teacher to come up with how we do intervention for reading and math intervention strategies for ELL, materials that we need. So, another teacher I would think would probably be ideal and the tablets is just another venue with visual engages and try to get them involved.

Teacher 3: So I think as a teacher we're busy. We have a lot on our plate. I don't want to make any more on my plate. So I think a handy go-to like a playbook is quick, it's easy. It would be simple in a busy day to just refer to.

Teacher 4: I don't wanna say it makes it my job easier, but it makes it easier for everyone. Someone who would help out in the classroom. Also, the text books will help out because, like I said, I have other students who need to learn. English language learners need to learn. So, anything that could help them be on the same page ... not even caught up, it's on the same page as everyone else, would be beneficial.

Teacher 5: Because I feel like that's the, first of all I don't want any, a lot of time to go by without, I usually give my students some kind of writing assignment right away, just so I can see what type of vocabulary they're capable of using, how coherent they can put their thoughts together. So that's a tool that I use anyway. So if somebody is having an issue with learning, I want to know as soon as possible. So I feel like an assessment is the best way. And then you can make decisions from there.

Teacher 6: I think that's the most useful in my mind.

Teacher 7: That I might be able to support the students a little bit better and communicate with their families.

Teacher 8: Computers because I can have them work on their troubles or their assignments independently as a group like a pull away without disrupting the rest of the class.

5. What would you like to be able to do with/for English learners with more resources?

Teacher 1: I would like them to be able to share their culture and maybe their ability to speak a different language with some kind of way they could share with the class, like a presentation or an assembly or something, just to celebrate them as different. Not different. To celebrate their culture, how about that? Does that

sound better? Not their difference, but they are different in a way. So, celebrate everybody.

Teacher 2: I would like them to develop their ability with speaking and reading English at a little faster pace. Like I said, if you go to a country and you live there for a couple years, you can't help but learn a little bit of the language because you just hear it every day and you kind of have to figure it out or you have no communication tools with people so, I would like them to be able to be engaged in English more actively. Some of those resources, it might fit their learning style better, somebody might be a more visual learner, they can see and hear, somebody might listen. And then the other thing too is, I wish if they were an English language learner, I wish they weren't so transitional. It's very hard when you have somebody with you for a week and a half or two weeks and then all of the sudden, you just find out, oh they moved or oh they're at another school and then you set that bond with them and then you know what happened so, find ways to keep them from being so transitional.

Teacher 3: So I would like for English learners, especially in reading, we have really nice rich discussions. And I think with English language learners, those discussions aren't there for them because they're not understanding. They're not keeping up with our conversation. So I would hope to build background knowledge and word strategies for figuring out unknown words to be able to have these really nice, rigorous, engaging conversations with students that I can have with my non ESL students.

Teacher 4: I guess, in a way, obviously they need help as much as possible, but also I wanna challenge them. Because, honestly, you don't grow as a person unless you're challenged. If they have the resources, maybe give them the same type of materials or worksheets as the other students. See how they do. See how they perform. If not, you gotta go back to the drawing board, see what you gotta do. But, give 'em the challenge and see what they can do with it.

Teacher 5: To make them feel comfortable. To make them feel like they're not an underdog because of that language problem. Where you still can be on the same, on a level playing field with the other students. Just might take a little bit longer. But I just would want for them to not feel overwhelmed all the time. Because it's got to be over- I couldn't imagine.

Teacher 6: Increase their understanding. Make it so that knowledge is very effective.

Teacher 7: I would like to, if I could, I'd have to take a look at the resources. But, I would like to be able to bring our students up to where they need to be faster. So that they struggle less. I think they would have a lower level of frustration.

Teacher 8: Help them get to speed where they need to be. That's the overall goal, make them successful in proficiency to actually be able to take an English test and be successful in it without just going through the motions and just clicking.

Appendix G: District Title III and ESOL Teacher Responses

1. Describe your career with English learners.
Amy Show: Sure. I started out as an ESL teacher. Well, actually I taught Spanish for one year, after that I worked in actually my alma mater as the ESL high school teacher there, working with migrant students, primarily migrant students. From there I worked in Virginia, Fairfax County, Virginia with ESL students, but it was a different makeup because those students in Fairfax of course were from different countries. Whereas in Oxford, the students were primarily Spanish-speaking students from Mexico. So that was like a totally different experience of working with ESL students because of the fact that we were close to Washington DC, I worked at Alexandria. And so we had students from Pakistan, we had students from the Ivory Coast all in one ESL classroom. So that was an interesting experience in itself as far as their language abilities and then their backgrounds as far as cultural backgrounds. It was very, very interesting. And then after that I received a position here working with the State Department of Education as an ED specialist working with bilingual and ESL services. From there then I came back to the district as a district supervisor, bilingual and world language working first in [a different] school district as the bilingual supervisor there and then now I'm here in Sunny School District. So I've kind of come full circle in my experience of working with English learners, and so now here I'm in central office in Sunny School District.

   Michael Gram: I was bounced around following the enrollment before Sunny School. Here at Sunny School, I have had the luck of having enough students in this school where I could just stay here and not have to go somewhere else during the day or follow the enrollment. So, we do have a nice population of English language learners who are ESL only, they're not in a bilingual classroom.

2. How have the requirements of the Every Student Succeeds Act (ESSA) informed your decision making for schools?
Amy Show: It has really a changed ... Well, I'll give you a little bit of information here in terms of Sunny School District. When I came on board, we've always had bilingual programs here, but with the ESSA guidelines now that have come forth, it really has changed how we perceive bilingual education. Whereas before we were a transitional bilingual program, now we're going more towards a dual language immersion program where we're providing additional support in both the native language and in English, but not exiting the students right off the bat when they've met the cut score. We're providing additional language support so that the students can ultimately receive the seal of biliteracy. So we're kind of trying to tie in the ESL bilingual services along with world language to really give the students more opportunities to be college and career ready. The other piece that I'm gaining from the ESSA guidelines is that there's more focus on the subgroup population for English language learners. For me, I'm excited about that because under No Child Left Behind there were things put in place, but with ESSA, it's really showing that you really need to focus on that subgroup because

your funding is tied to it. Title one funding now there's a percentage based on the assessment as far as one of those categories where the English language learners are right there as far as your focus in order to get your title one funding. So it's going to provide more support for our field because now it's like, okay, it's no longer you provide the services as the bilingual or ESL department, it's part of our accountability measures and so we really need to pay attention to it. And I'm just being honest because I've been in this field for a long time and for me it's been great to see that now the federal government is starting to take a look at that and say, "You know what, we do have to put some things in place to make sure that these students are college and career ready." So in terms of ... Let me know if I'm rambling too much. In terms of what we're doing here in Sunny School District is that we're providing strategic professional development for teachers to help those students really acquire those skills. Not only the linguistic skills, but those language skills to be successful once they leave high school. So even if a student is not pursuing post-secondary education, they'll still have the tools that they need in order to be successful as an entrepreneur or just going right into the workforce. So that's where we are right now.

For yourself?
Amy Show: Well, for me, it provides me ... Like I said, in terms of my job, it's going to make it a little easier because now I have the law to go with what I'm doing in the district. So we've always had the bilingual administrative code for New Jersey. We're one of a few states that still have a bilingual code to back up why we do what we do in this state. Not all states have that. So that was kind of our teeth that we had here in this state, but having the federal government provides those additional guidelines to say you have to provide these particular services for this population really provides more ... I guess I always say more teeth and more credibility to what we're putting in place here in the district to help our English learners. So for me, it really helps solidify the things that are I'm trying to put forth in the district as far as the biliteracy framework and the professional development, the sheltered instruction, professional development for Mainstream Teachers. It really solidifies why this is important because for one, it's going to help our students excel, but also it's going to make sure that you have the funding that you need in order to do what you need to do in your school. So that's how I see it in my, in my particular field.

Michael Gram: I have not felt any impact at all from the any changes. I know that our students are Title III, which is a funding, federal funding for low English proficient students. That has not changed as far as I know. That's funding also pays for my salary as well and I don't think that has changed either. There have not been any changes in our bilingual law that I know of other than locally, schools that are ESL and bilingual, they're a co-teaching now and they're doing literacy. ESL teachers are teaching literacy along with the bilingual teacher, but in English, while the bilingual teacher doesn't in the home language but since I'm here by myself with no bilingual teacher and it's ESL only, I'm basically doing

ESL when I pull the kids out and bring them here. But that new act has not, I haven't felt any impact whatsoever.

3. What professional development for mainstream classroom teachers of English learners has been offered at the state or district level?
    Amy Show: I know Sunny School District has offered sheltered instruction for many years, whether it be like the partnerships that they have with the instructional higher ed institutions or contracting particular vendors to come in and provide that support. What I've done personally, just last year I started a cohort of mainstream teachers to be able to come and get the sheltered instruction training by me because I've been trained by the State Department to administer this training for mainstream teachers, because it is important. These are students that may have exited the bilingual or ESL services program or the parents may refuse services, but we still have to make sure that they're accounted for and we provide the supports that they need in the mainstream classroom. So we had, I believe it was 10 teachers last year that came after school to obtain this certification because they have to do a minimum of 15 hours in order to get this certificate. But the strategies that they use are excellent strategies for all students, but they're really geared towards our English learners. So that's one professional development opportunity that we've provided. The other is because we've made that shift from transitional to dual language, one way emerging, we provided teaching for biliteracy. Because we're looking at that seal of biliteracy as the ultimate goal for all of our students. But right now we have one way immersion for our Spanish speaking students. And with that, we provided professional development for not only our teachers but our administrators on that program model. And this model has been ... We were introduced to the model two years ago and so we've had PD for the teachers, but now we have the vendors that actually created the model come in and provide support to our teachers and our administrators. And so we've been kind of transitioning into this program, this model, but last year was the first year that we actually had the actual vendors come and provide intensive PD with our staff. And the teachers have grown by leaps and bounds. The administrators are more aware of what this entails, and ultimately I know our data is going to reflect how the students are learning both their native language and English and really intensively learning that. So I'm excited about that as well. The teaching for by literacy framework, it's being implemented in our three elementary schools. We're hoping to transition into our secondary program. It looks a little different at the secondary level, but definitely in our buildings that houses students that are in kindergarten through fifth grade. And so it's a big change in terms of what bilingual education looks like. Whereas before it might've been, "I'm going to teach you in native language and then I'm going to teach you the same information in English." This is not the same type of program because we're moving with the students. Our population is very advanced when they come in. Kids are savvy so we have to catch up to them. And so what you'll find, the uniqueness of this program is where you're bridging the two languages together. So you're still teaching in native language. There's a language allocation, and so the two languages they learn in Spanish, I'm saying

Spanish because Spanish is our predominant language, but then they'll bridge the two languages, meaning what are the similarities, what are the differences, what are the things that we'll be able to distinguish between the two and from there you go in and you do an extension in the additional language. So we started in Spanish, we do the bridge and then we extend into English not with the same resources, not with the same standards. And this curriculum is aligned to the state standards for literacy. So the students are really getting a double dose of what they need in order to be successful.

Michael Gram: At the district level, I know that our department offered some training to the principals with the program that they have in the bilingual schools, where the bilingual classrooms are. They have a program that the name of it slips my mind since I'm not involved in it. It's not something that's up there right now. It escapes me. I'm trying to remember what it's called. Biliteracy. Okay, it's the biliteracy program and I know our principal was a very intrigued by it and she asked me questions about it and I had to tell her politely that I really ... I'd been trained in it in quotations, but it kind of went in one ear and out the other since it's not something that I'm involved with on a daily basis. We also have a new program on the internet which is a called Ellevation Student. Sorry. Ellevation and it's spelled with two L's, E-L-L, English Language Learner-evation. The program gives us data for coming up with ESL plans and also provides a lot of resources for classroom teachers. The district was supposed to have us turnkey it in the schools, but we haven't been given the okay or updated training on how to show our fellow mainstream classroom teachers what to, how to use those resources. But that's something that's in the works. I'm excited about it because the information's there and it gives us resources to the classroom teacher. I'm always asked what can I do. This year, we have a child that it seems the parent doesn't want the child to go to another school, child is definitely in need of a bilingual classroom, but I guess the parent doesn't want him to go. So that classroom is going to need a lot of support and I can do that through some of the things that are in that program. So hopefully I'll get more training and I can turnkey it with my mainstream classroom teachers.

4. How has this changed from the years prior to the ESSA?
Amy Show: Well, as I stated before, we had No Child Left Behind. So that was kind of like a little shift from when I was an ESL teacher, because at the time when I was teaching ESL, it was pretty much you go teach the students all the subject areas and it's your problem, not problem I will say, it's your responsibility and there was no accountability for the district. Whereas when No Child Left Behind came along, it was like, "Okay, now we're shedding some light on this population of students. You have to have a proficiency assessment and we're going to tie it to your English language assessment for accountability", which was a whole different accountability system for Title III. But now it's now under title one, which a lot more districts are receiving those funds. So I think it's evolving into something even more ... It may be more challenging for districts that are not used to servicing their English language learners. But for me, I like the

progression of it because now it's going to affect so much more of a district's population in terms of, "Okay, now I really have to look at these students." And with Sunny School District we have a large population here so I'm excited.

Michael Gram: I think during No Child Left Behind, the kind of professional development was more accelerated or it became accelerated. I recall having more professional development during that time than any other time previous. I think in the last couple of years, professional development in my department has kind of slowed down a little bit. I would like to see more. Most of my PD, I'm getting here at school or stuff that I look for online, webinars or during state teacher conventions, things like that. So, my department, I don't know if it's a funding issue. I wouldn't think so since we're Title III. Other than that, I don't know. Well with the state teacher convention, I looked at the catalog and they have specific training and workshops for bilingual and English language learners. So they usually just select that. The PD that we have here at school, anything that has to do with literacy, it applies, it definitely applies because, yeah, I'm teaching vocabulary and I'm teaching grammar and things like that. But ESL language learning has four components, which is listening, speaking, reading, writing. So I try to hit all four of those during a lesson, each lesson. At least a little bit of writing or a little bit of reading at the very least, even when the child is a blank slate. So when there's literacy training, it definitely impacts. Any other training, math or science or anything like that could always carry over as well, but mostly the literacy is I'm going to get something from it, so. At this school, geared specifically for English Learners, I would not actually say yes. I think most of our PD is focused on the literacy or the reading curriculum. So specifically ESL, no.

What is the state/district plan for English learners?

Amy Show: So, well, of course because we are held to the state guidelines, we have to provide native language instruction for our Spanish speaking population because that's our largest subgroup in terms of languages. But that doesn't encompass all of our ELLs. We have other students from other countries. So we provide self-contained bilingual classes for our Spanish-speaking students that are eligible for K-5. And then in our sixth to twelfth grade we have a bilingual waiver where we provide additional services. We have self contained bilingual classes according to the content areas, but then we also have high intensity ESL and sheltered classes which are taught by teachers who may not have ESL or bilingual certification, but they've gone through that 15 hour training or they might have gone through an online training that the State Department offers. So that's our language assistance program in a nutshell, but even those students that have refused services where their parents have refused services because they're falling under the title one accountability measure, they're still labeled as ELL until we determine they're no longer eligible. They still have to provide some type of instruction in the classroom. That's where the sheltered instruction comes on board, and so I've been really kind of pushing that and with the new ESSA guidelines, it's going to actually help because I think this year will be the first year were those schools that may not have had a focal point on their English learners

because the data may not have reflected that, they may be reaching out for like, "Well, I need some additional support, so what can you provide?" Or, "How can you help me with that?" Because it's going to show up in their plan that you may need help with this sub group. And so, I think we'll probably push more of the sheltered instruction training. Some of the school leaders have already reached out to our office, "Can you provide this to our teachers?" And last year in addition to the cohort that I provided by myself, myself and my manager, we actually provided professional development to one school that had parents that might have refused bilingual services. So we went in and we provided PDs for their staff. And then there was another school that has requested this year for us to come in and do PD designated to their staff as well. So I think as the ball starts to roll, more school leaders are going to be reaching out, "How can you help us with this population of students?"

Michael Gram: I don't really know specifics. Just know that if there's a certain amount of students they have, the district has to provide a bilingual program for let's say if there's 20 students from a language group, there has to be, according to the law, there has to be bilingual program for them. If there's less then they can provide ESL services. In Spanish, we've got a great deal of number of students, the big number of students that ... So we do have a bilingual classroom and in Spanish at some other schools. At Sunny School, we have ESL only. The reason why we have ESL only is because when a new student comes in and they're tested and they're found to be eligible for services, the parent has to give the okay to receive those services and they can select ESL along with a bilingual program or they can just select ESL only. If they select the ESL only, there's no reason to move them to a bilingual school or bilingual classroom. Sunny School, when I first started in the district, this school had a huge Vietnamese population, so there were bilingual classrooms and Vietnamese here, Vietnamese and English. Yeah and into the '90s. Then little by little it kind of petered out and we had less enrollment. If I'm not mistaken, the aide downstairs, she was one of our students. And her sister. It was really cool to see her here when I first got here. I was like, "I remember you." She was like, "Hi, Mr. Gram." there. So yeah, it's kind of cool running into your former students, so.

a. How does this involve English teachers of other languages?
   Amy Show: In every school here in Sunny School District, we have an ESL teacher who provides that support for those students. Like for instance, among the high school programs, if there is an English learner in that particular school, we offer ESL services. Our ideal would be able to offer bilingual services in every language but we know that's very difficult to do. In our self-contained bilingual classes programs, we do have ESL teachers designated per grade level. So, they may cluster two grade levels that they're servicing in that particular building across the board. They may have like a kindergarten and first grade self-contained bilingual classroom where that one teacher's providing K-1 support. But then they have students that might be special needs students that need pull out services, so then they will provide support to

those. I do believe we're doing a great job in terms of having ESL teachers in the buildings to provide that support to those mainstream teachers. Not only to the students, but support to the mainstream teachers and PD and sharing their instructional tools from the toolbox of how to work with the students in the classroom.

b. How does this involve mainstream classroom teachers of English learners? Amy Show: Again, as I say, they were providing sheltered instruction. One other ... It's not a program, but it's a tool for the actual mainstream teachers to use. It's called elevation. It's a program that we have in the district this year. Actually we've had it for the past two years, but within that program it's a data management system for English learners. And so all of their demographic information, their testing information, information about the WIDA standards, which is the English language proficiency standards, how they're growing from year to year in terms of English language proficiency, their development of the four domains of listening, speaking, reading, and writing, are all in this data management system where teachers will be able to go in and see a snapshot of the students that are in the classroom. In addition, part of that program they have, the second component is strategies. And so as a mainstream teacher, I will obtain access to my students' individual learning plan and I can also go in and get strategies of how to work and help the students acquire English in listening, speaking, reading and writing. So, it's really tailored to the needs of the English learner, and so that's another tool that the teachers can use. And those strategies within that program really highlight those four domains of listening, speaking, reading and writing, but it also gives you a how-to of how to do this particular strategy. So it's really intensive, but it's a great tool for the teachers to use on top of the sheltered instruction.

Michael Gram: The plan, I'm not sure what it says about mainstream classroom teachers. I know that if there isn't enough enrollment to warrant a bilingual classroom, support needs to be provided somehow for the classroom teacher. But I do not know the particulars.

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