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A Mixed-Method Study Evaluating English Second Language Student Classroom

Placement at the Secondary Level in a Midwest Public School

by

Corbin Kreamalmeyer

A Dissertation submitted to the Education Faculty of Lindenwood University

In partial fulfillment of the requirements for the

Degree of

Doctor of Education

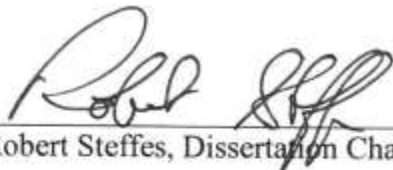
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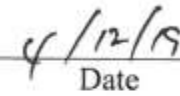
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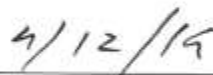
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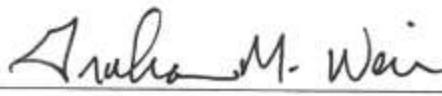
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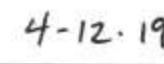
  
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Date

## Declaration of Originality

I do hereby declare and attest to the fact that this is an original study based solely upon my own scholarly work here at Lindenwood University and that I have not submitted it for any other college or university course or degree here or elsewhere.

Full Legal Name: Corbin Elle Kreamalmeyer

Signature: Corbin Elle Kreamalmeyer Date: 4/12/2019

## **Acknowledgements**

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## **Abstract**

English second language (ESL) learners have been present in the United States public schools for decades. While the identification and procedures for entering students into an ESL program have improved throughout the years, there still seems to be a lack of understanding of academic backgrounds and program support for these students with unique educational backgrounds and languages. Instructional techniques for ESL students have varied widely, but there has not been a common consensus on which technique to utilize with secondary ESL students. Placement of ESL students has proved to be a difficult task in districts with limited options and often times the best placement for the ESL student is not an option. This mixed-methods study was designed to evaluate the English Second Language classroom placement at the secondary level in a Midwest public school. The evaluation was done using ACCESS English fluency testing scores and teacher, counselor, and administrator perspectives gathered through interviews, surveys, and a focus group.

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## Chapter One: Introduction

### Introduction

In 1964, Title VI of the Civil Rights Act prohibited discrimination on the basis of race, color, or national origin in the operation of all federally assisted programs (Texas Education Agency, 2010). Since 1964, the U.S. public education system served an exponential number of English Language Learners (ELLs). A monumental case, *Lau v. Nichols* 1974, influenced English Second Language instructional requirements in the public school system by making it mandatory that schools provide supplemental English instruction for ELLs. Since *Lau v. Nichols*, 44 years have passed, but there has been little reform to the instructional model requirements in public school settings for English Second Language (ESL) students. While schools have relative autonomy in creating their ESL programs, how can we evaluate program effectiveness? How can we reform programs to better educate our ESL population across all states?

The number of ELLs varied for each state and each state progressed at a different rate for ELL program development. The difference in progression was largely dependent on their needs. If students were 1 in 60 or 1 in 30,000, their level of instruction should be equally important to a district. The state of Missouri had a continuous rise in ELL students from 2003 to 2014, according to the National Center for Education Statistics (NCES, 2014). Missouri had 24,455 ESL students in the public education system in the 2013-2014 school year (National Center for Education Statistics [NCES], 2014, p. 1). Based on the data from 2014-2015, Missouri represented 3% of all ELLs nationwide (2014, p. 1).

### **Rationale of the Study**

The researcher, as an English Second Language teacher, found little guidance on classroom placement for ESL students at the secondary level. Publications current at the time of this writing included ESL instructional models, without specific guidance to incorporate best practice. The researcher hopes to provide administrators and teachers with a resource when making educational decisions regarding ESL student classroom placement and instructional models at the secondary level in ninth through twelfth grade at a Midwest public school. By conducting an analysis on the possible differences in the perceptions of teachers, counselors, and administrators regarding the then-current classroom placement for English Speakers of Other Languages (ESOL) students, the researcher hoped to evaluate the then-current classroom placement for ESOL students and identify trends in opinions to conduct further research. The researcher also strives to better understand the correlation, if any, between a student's English fluency scores on the ACCESS assessment and their participation in the program. The Civil Rights Act of 1964 "required school districts to identify language minority students, to assess progress in English proficiency, and to provide eligible students with services that will increase their English proficiency and their academic achievement" (Missouri Department of Elementary and Secondary Education [MODESE], 2013, p. 1). While the population increased, over the 40 years previous to this writing, little evidence of consistent program development occurred, with a limited number of legal requirements regarding instruction for ESL students. The findings from the study could help districts move forward toward appropriate ESL instructional classroom placement for ESL students.

**What gap in current knowledge is addressed by this study?**

The Missouri School Improvement (MSIP) guidelines noted best practices for English Language learning policies to ensure school districts “provided appropriate programs to address these learners’ unique needs” (MODESE, 2014c, p. 2). The plan components included nine areas of interest for all ELL policies within school districts in Missouri: identification, assessment, services, teacher qualification, parental notification, parent involvement, working with private schools, and program failure notification (2014c, p. 1). The researcher aimed to reach the targeted ‘suggested’ goals of services for ESL students through creating a classroom placement approach to increase students’ fluency and content knowledge in all areas. The literature supported 13 different instructional models used in the state of Missouri to instruct ESL students, with no specific requirements on which instructional model to use despite a clear distinction between student outcomes (MODESE, 2015). School districts around the country, including districts in the state of Missouri, had a long history of implementing various ESL programs with varying levels of use. The 1982 Supreme Court case *Plyler v. Doe* ruled “refugees or undocumented children have the right to receive free public k-12 education” (as cited in American Federation of Teachers, 2016, p. 3). With “only 63 percent of ELLs graduating from high school, compared with the overall national rate of 82 percent” (Sanchez, 2017, p. 28). The researcher believed designing instructional programs based on research, surveys, focus groups, and testing data could add to the existing body of knowledge on ELL students’ ideal classroom placement at the secondary level.

### **Purpose of Study**

The purpose of the mixed method case study was to conduct a program evaluation on a classroom placement model for ESL, ninth through twelfth grade students in a Midwestern, public high school. The researcher analyzed annual student reading fluency scores for the academic years, 2013 through 2018, through ACCESS, to seek a possible difference and explore the perspectives of teachers, counselors, and administrators using a Likert scale survey, a focus group of teachers, and individual interviews of administrators and counselors, on the appropriateness of the then-current classroom placement of the researched population. Quantitative data was analyzed using an ANOVA test and descriptive statistics. The qualitative data was coded for common themes for each research question. The information from the study may provide the researched Midwest school district with perceptions of the then-current program and data analysis of reading fluency scores. Results of the study could be used to modify the existing program, if needed.

### **Questions and Hypotheses**

**Research Question 1:** What are teacher perceptions regarding the appropriateness of the current classroom placement for English Second Language students?

**Research Question 2:** How, if at all, do the teachers believe the current classroom placement for English Second Language students should be changed?

**Research Question 3:** What are administrator perceptions regarding the appropriateness of the current classroom placement for English Second Language students?

**Research Question 4:** What are counselor perceptions regarding the appropriateness of the current classroom placement for English Second Language students?

**Hypothesis 1:** There is a difference among perceptions of administrators, counselors, and teachers regarding whether classroom placements of ESL students are appropriate.

**Hypothesis 2:** There is a difference among perceptions of administrators, counselors, and teachers regarding the need for additional training and professional development to best meet the needs of ESL students.

**Hypothesis 3:** There is a difference in students' improvements in their Listening, Speaking, Reading, and Writing sub scores as measured by the ACCESS assessment.

**Hypothesis 4:** There is a difference in students' improvements in their Oral Language, Literacy, and Comprehension sub scores as measured by the ACCESS assessment.

### **Study Limitations**

The scope of this study was rather narrow, as it was solely a program evaluation of one secondary school in the Midwest. However, the findings of the study have potential to help in ESL program structure in other school districts across the country. The study was also limited as it was only conducted for secondary grade levels 9-12. The study was limited to a selected city in the state of Missouri; therefore, it did not include other cities with higher or lower numbers of ESL student populations. The study was conducted with subjects through an evaluation of testing data that included only the ESL students then-currently receiving ESL services within the secondary school of study.



Future studies that include more schools and districts with a larger population size of participants and student testing data may result in more detailed and conclusive results.

### **Definition of Terms**

**Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs)** –“secure large-scale English language proficiency assessments administered to Kindergarten through 12th grade students who have been identified as English language learners (ELLs)” (WIDA Consortium, 2017, p.9).

**Bilingual-** For the purpose of this study, the ability to speak two or more languages fluently.

**English as a Second Language** - Students whose dominant language is not English (Education Law Center PA, 2014, p. 22)

**English for Speakers of Other Languages** - a “service that English language learners need in school that provides additional English instruction and classroom support” (Education Law Center PA, 2014, p. 22).

**English Language Learners** - “students whose dominant language is not English” (Education Law Center, 2014, p. 22).

**Equal Education Opportunities Act of 1974** - “prohibits deliberate segregation on the basis of race, color and national origin” (The U.S. Department of Justice, 2017, para. 2).

**Every Student Succeeds Act** - signed into law in 2015 by President Barack Obama to replace the No Child Left Behind (NCLB) Act. Narrows the role of the federal government in public schools and provides more state and district-led

accountability. Low performing schools were schools where one third of the student population did not graduate. States and districts were responsible for determining what supports are implemented in low-performing schools (Darrow, 2016, paras. 2, 5).

**Individuals with Disabilities Education Act** - “requires states and local education agencies to provide a free and appropriate public education to children with disabilities” (The U.S. Department of Justice, 2017, para. 12).

**Limited English Proficient** - For the purpose of this study, students who have not shown fluency in the areas of writing, reading, listening, or speaking on the ACCESS test.

**No Child Left Behind** - signed into law in 2002 by President George W. Bush, this act served to hold schools responsible for the progress of all students. “It ensured schools boost the performance of certain groups of students, such as English Language Learners” (Klein, 2015, para. 6). Under this act states were required to test students in reading and math in grades 3 through 8 and once in high school (Klein, 2015).

**Push-In** - For the purpose of this study, push-in is an instructional technique used when the ESOL certified educator goes into classrooms and serves as a resource and support for ESOL students and their content area teachers, within the regular classroom setting.

**Pull-Out** - For the purpose of this study, pull-out is an instructional technique used when students are pulled out of their classes by an ESOL certified educator and provided individualized instruction in English or other subject areas outside of the regular classroom setting.

**State Educational Agencies** - entities that are required to provide adequate educational services for ELLs (The U.S. Department of Justice, 2017, para. 6).

**WIDA-AMS** - online resource used for material management and test coordination for the ACCESS for ELLs 2.0 suite of assessments (WIDA Consortium, 2017, p. 18).

### **Summary**

The purpose of this study was to evaluate classroom placement for ESL students at the secondary level in a Midwest public school. The researcher targeted the areas of the instructional program that showed a need for improvement, based on teacher, administrator and counselor perspectives, as well as through an analysis of the English fluency scores of then-current ESL students at the Midwest public school. These topics are reviewed in the Chapter Two through a literature review.

## **Chapter Two: Review of Literature**

### **Introduction**

The development of proper English Second Language (ESL) programing had a positive influence on student learning and growth and has been crucial to ESL student success. As the number of ESL students continued to increase exponentially, the importance of successful ESL programs became even more evident, and there has been a continuous increase in studies and articles pertaining to ESL learners. The ESL student population throughout the United States between 1979 and 2003 increased by 19% (Flynn & Hill, 2005, p. 1). The 2004-2005 Limited English Proficiency (LEP) Missouri Census counted 97 languages of LEP students (as cited in Sengsavanh, 2005, p. 1). In the review of literature, which was current at the time of writing, the researcher reviewed ESL secondary classroom placement in context with state and national data and statistics, legalities, assessments, standards, and instructional models for ESL students in the state of Missouri.

### **Organization of Literature Review**

The literature review first discusses, the ESL program history and law, ethics, curriculum and finance that have surrounded the program in the United States. The review presents the history and legal aspects of ESL education in a chronological order, highlighting the most prominent cases and legislation involving ESL students.

Next the review targeted several ethical issues within ESL education, such as immigration, undocumented youth, lack of parental involvement or advocates, teachers' attitudes, religion, and cultural beliefs. The review presents curriculum through each of the 13 program models and standards used in the state of Missouri, according to the

Missouri Department of Elementary and Secondary Education (MODESE) as of 2016. The researcher also reviewed the assessments used in the state of Missouri to enter and exit students from the ESL program. Finally, the researcher highlighted the financial aspects of ESL education to better understand the fiscal resources provided for this population in public schools in the United States.

### **English Second Language Law & History**

The first ESL program was developed in Dade County, Florida, in 1963 for Cuban refugee students, and the program used a two-way bilingual model (Texas Education Agency, 2010). This program inspired the implementation of programs in other places, where an ESL population was present due to immigration; and other districts used Dade County's model to guide curriculum (2010). The two-way bilingual model, also known as the two-way immersion, was "a form of dual language instruction that brings together students from two native language groups for language, literacy, and academic content instruction through two languages" (Howard, Sugarman, Perdomo, & Temple Adger, 2005, p. 7). This type of program promoted biliteracy and bilingualism in ESL students (Howard et al., 2005).

The very next year following the establishment of ESL in Dade County, in 1964, the Civil Rights Act: Title IV was enacted, which stated that federally assisted programs could not discriminate based on race, color, or national origin (Texas Education Agency, 2010). This act was a landmark for ESL education in U.S. public schools. The anti-discriminatory act set the stage for a number of other acts that followed to represent diverse populations of students in the United States (Texas Education Agency, 2010). The Civil Rights Act of 1964 demanded that school districts identified language

minority students, assessed progress in English proficiency, and provided eligible students with supports in school that would increase their academic achievement and English proficiency (MODESE, 2013, para 4). Assessments to evaluate English proficiency did not require parental consent; however, parental notification of English Language Learner program status was required within 30 days of English proficiency assessments (MODESE, 2013).

In 1966, “Teachers of English to Speakers of Other Languages, Inc. (TESOL)” was established (Alatis, 2016, para. 1). The TESOL program was developed with the goal of collaboration between all teachers and administrators at all levels that had a vested interest to teach English to speakers of other languages (ESOL, 2016, para. 1). The organization, TESOL, took four years to form. It formed from the collaboration of five different organizations: National Association for Foreign Student Affairs (NAFSA), Center for Applied Linguistics (CAL), Modern Language Association (MLA), Speech Association of America (SAA), and Bureau of Indian Affairs (Alatis, 2016, para. 2).

Later in 1968, the Bilingual Education Act, Title VII, was enacted. The Bilingual Education Act recognized the educational disadvantages of non-English speaking students and allocated federal funds to help support ESL programs for students (Texas Education Agency, 2010). The act was introduced by Senator Yarborough of Texas in 1976 (Stewner-Manzanares, 1988, p. 1). The Bilingual Education Act was not specific and was voluntary for school districts. There was no appropriation measure passed for the year of 1968, per the Bilingual Education Act. However, in 1969, the Bilingual

Education Act approved the allocation of 7.5 million dollars to support 27,000 ESL students nationwide (Stewner-Manzanares, 1988, p. 2).

The Equal Education Opportunities Act (EEOA) of 1974 was enacted 10 years after the Civil Rights Act of 1964. Section 1703(f) of the EEOA required state educational agencies (SEAs) and school districts to “take action to overcome language barriers that impeded English Language Learners students from participating equally in state and district educational programs” (The U.S. Department of Justice, 2017, para. 6). The EEOA did not required schools to adopt specific instructional programs; however, they used three factors to determine the adequacy of the program: the program was to be developed based on educational theory or principles, the school was able to implement the educational theory effectively, and that language barriers were overcome after sufficient amount of time (The U.S. Department of Justice, 2017, para. 7).

The Individuals with Disabilities Act (IDEA) was enacted in 1975 and addressed the needs and rights of children with disabilities (Zacarian, 2011, p. 1). The IDEA applied to all students’ education from birth to age 21 (2011). Under the IDEA, schools created Individualized Education Plans (IEP) for students, which gave special needs students an individualized set of opportunities (Archerd, 2015, p. 362). The 1997 amendments to the IDEA indicated that “ELLs are not eligible for services if their learning programs are primarily the result of environmental, cultural or economic disadvantage” (Artiles & Ortiz, 2002, p. 2).

Three amendments followed the Bilingual Education Act, Title VII of 1968; they were enacted in 1978, 1982, and 1988 (Texas Education Agency, 2010). The first amendment to the Bilingual Education Act, Title VII, was enacted in 1978 with the

objective to support students who were limited English proficient (LEP) and to allow the enrollment of English-speaking students into bilingual programs (Texas Education Agency, 2010). The second amendment in 1982 provided program funding for LEP students with special needs, support teacher development and training, and to support families in English literacy programs (Texas Education Agency, 2010). The final amendment to the Bilingual Education Act, Title VII, was enacted in 1988 and aimed to continue to increase teacher development with fellowship programs, increase state education agencies funding, establish a three-year limit for participation in Title VII, and expand funding for alternative programs (Texas Education Agency, 2010). Following the amendments, the Title VII programs were reconfigured in 1994. The reconfiguration possessed reinforcement of professional development, made language maintenance a priority, improved research, allocated more funds for immigrant education, and allowed private school students to receive ELL services (Texas Education Agency, 2010).

The No Child Left Behind Act (NCLB) of 2001 was signed into law on January 8th, 2002, by President George W. Bush (as cited in Klein, 2015, para. 1). The act expressed the purposes to raise achievement for all students and to close the achievement gap (U.S. Department of Education, 2005). According to Jorgensen and Hoffmann (2003), the “NCLB brought considerable clarity to the value, use, and importance of achievement testing of students in kindergarten through high school” (p. 6). Cosentino De Cohen and Chu Clewell (2007) noted that the NCLB increased the attention that was given to the ELL population and raised the bar for ELL student achievement (p. 1). The NCLB demanded states develop standard assessments that tracked student progress toward common standards and held schools and teachers accountable through



assessments (Jorgensen & Hoffmann, 2003, p. 6). The act was implemented to provide resources for children who were being left behind academically (2003). Abedi and Dietel (2004) stated, “One of the most controversial aspects of NCLB is its performance requirements for subgroups within the general student population” (p. 1). Data revealed that ELLs academic performance was usually 20 to 30 percentage points below native speakers’ scores and over years the population showed little improvement (Abedi & Dietel, 2004, p. 1).

The NCLB broke schools’ needs down into three categories: Title I, Title II, and Title III categories with appropriate subcategories. Title I targeted and provided funding to “improving the education of the disadvantaged” (Gamson, McDermott & Reed, 2015, para. 4). Title II sought to improve instruction through principal and teacher qualifications that ensured they were ‘highly-qualified’ (Gamson et al., 2015). Schools had a “chronic lack of bilingual educators,” and title II of the NCLB made it harder to use bilingual educators, due to highly-qualified teacher requirements to assist ELLs (Neill, 2005, p. 1, para. 2). “Title III absorbed the Bilingual Education Act of 1968, and imposed new requirements on English language learner programs, deemphasizing bilingual instruction and promoting more rapid English language acquisition” (Gamson et al., 2015, para. 4). As a result of the enactment of NCLB, schools also expected a quick transition of ELL students into the mainstream classroom with all English instruction, and provided minimal instruction in the student’s native languages (Cosentino De Cohen & Chu Clewell, 2007, p. 3).

**Every Student Succeeds Act.** Every Student Succeeds Act (ESSA) was signed by President Obama on December 10, 2015 (U.S. Department of Education, 2018). The

U.S. Department of Education (2018) stated, “This bipartisan measure reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation’s national education law and longstanding commitment to equal opportunity for all students” (para. 1). The ESSA required each state shall demonstrate it had adopted standards for ELLs that included speaking, writing, reading, and listening, addressed the different proficiency levels, and aligned with state standards (U.S. Department of Education, 2016a). The ESSA required states to include a two-year monitor period, even after students exited from ESL programs (MODESE), 2017a, p. 11). According to the Pennsylvania Department of Education (2017), “Under ESSA Section 3121, an LEA needed to disaggregate by English learners with disabilities in reporting the number and percentage of ELs making progress toward English language proficiency” (p. 5).

### **Influential Court Cases**

*Lau v. Nichols.* *Lau v. Nichols* was a case based on a discrepancy between the San Francisco School System and a group of Chinese students of the school district. In 1971, approximately 2,800 Chinese students who did not speak English enrolled in the San Francisco School System (Public Broadcasting Service [PBS], 2014, para. 1). Of the 2,800 students, approximately 1,000 students received supplemental courses in the English language and 1,800 did not receive supplemental courses (PBS, 2014, para. 1). The district court denied relief for the students on the basis that every student comes to school with different unique “backgrounds that are separate from the school system” (PBS, para. 2). The case then went to the court of appeals, where the district court’s decision was affirmed. Finally, there was a petition filed for certiorari and the U.S. Supreme Court agreed to review the case, based on its public importance (PBS, 2014,

para. 3). The Supreme Court reversed the decision of the court of appeals and stated that the school district was in violation of the 1964 Civil Rights Act: Title VI (Lau v. Nichols, 1974).

***Castaneda v. Pickard.*** *Castaneda v. Pickard* was a case tried against the Texas Independent School District, which stated the district discriminated against Mexican-American children and violated the 14th Amendment (Castaneda v. Pickard, 1981). The plaintiffs stated that the district placed students in classes based on an ability grouping system, based on racially and ethnically discriminatory criteria that caused classroom segregation. The district labeled the students were ‘high,’ ‘average,’ or ‘low,’ and placed them in courses accordingly (Castaneda v. Pickard, 1981). The Fifth Circuit Court of Appeals created a set of standards in order to decide if the school district was in compliance with EEOA, as a result of the hearings (Texas Education Agency, 2010, p. 3). The Castaneda test included the following criteria: theory, practice, and results. For theory, “the school must pursue a program based on an educational theory recognized as sound or, at least, as a legitimate experimental strategy” (Texas Education Agency, 2010, p. 3). For practice, “the school must actually implement the program with instructional practices, resources, and personnel necessary to transfer theory into reality” (Texas Education Agency, 2010, p. 3). And for results, “the school must not persist in a program that fails to produce results” (Texas Education Agency, 2010, p. 3).

**English Language Learners and Special Education.** *Diana v. State Board of Education* case of 1970 proved that a child cannot be identified as mentally retarded without being assessed in his or her native language or using non-verbal assessments (Artiles & Ortiz, 2002, p. 2). The Education Law Center of Pennsylvania stated, if a child

was referred he or she must be evaluated in the child’s native language within 60 days (Education Law Center PA, 2014, p. 35). It was the district’s responsibility to coordinate the evaluation and to fund the translation required for evaluation to ensure they were in compliance with regulations (Education Law Center PA, 2014). “Historically, there has been a tendency to refer ELLs to Special Education programs without legitimately determining if there is a reason to suspect a disability” (Vandeven, 2015, p. 27). Therefore, it was important that the school district have a process in determining if a student is simply going through the language acquisition process or if they have special education needs (p. 27).

**ESOL programs in Missouri.** The state of Missouri had a continuous rise in ELL students from 2003 to 2014 according to the NCES (2014). Missouri had 24,455 ESL students in the public education system in the 2013-2014 school year (NCES, 2014, para. 3). The state of Missouri required all school districts serving 20 or more Limited English Proficient (LEP) students hire a full-time, certified ESOL- endorsed teacher (MODESE, 2014b). There was a desirable standard of the amount of ESOL teachers employed dependent on ESOL student population. A table below outlined the amount of teachers required that was taken from DESE (2014c, p. 3).

Table 1

*Number of ESOL Teachers Required by DESE*

Grade Level	Minimum Standard	Desirable Standard
K-2	25	20
3-4	27	22
5-6	30	25
7-12	33	28

Missouri identified best practices for English Language Learning Policies for Missouri School Improvement Program (MSIP) reviews that ensured districts addressed all the individual needs of the unique ESL population and that they provided appropriate programs (MODESE, 2014c, p. 2). The plan components included nine areas of interest for all ELL policies within school districts in Missouri: identification, assessment, services, teacher qualification, parental notification, parent involvement, working with private schools and program failure notification (MODESE, 2014c, p. 1).

Upon students' arrival to a school in the United States, they were required to provide the school district with a number of different documents including documentation of immunization records, transcripts, information verifying the students age and proof of residency (MODESE, 2014b). Schools were not allowed to inquire regarding the students' citizen status and legally cannot deny an education to any student who has been identified as being undocumented (MODESE, 2014a). The 1982 Supreme Court case *Plyler v. Doe* ruled that refugees or undocumented children had the right to receive free public k-12 education (American Federation of Teachers, 2016, para. 2).

During the enrollment, all students were given a home language survey, which was intended to get them extra help in English if needed (Education Law Center PA, 2014). Schools were required to communicate information to limited English proficient parents in a language they can understand about any program, service, or activity that is called to the attention of parents who are proficient in English (U.S. Department of Justice and Education, 2015, p. 1). Within 30 days of enrollment, schools were required to provide a letter stating the child's English proficiency, programs and services to meet

the child's needs and the option to opt out of services. If a student was identified as using a language other than English at home in district of study, then they were screened using the mandatory online WIDA screener that determined their proficiency level. A score of 4.5 or below would qualify the student for services at the district and required a notification letter to be sent home in the native language of the parent. Once students were found to qualify for the program, they were recorded in MOSIS (MODESE, 2017a). All states and districts were required to have an assessment tool in place to determine if a student qualified for services and the state must have had a list of approved screening tools provided to districts (MODESE, 2014c; WIDA Consortium, 2017). Communication with families was required to be in the "must be in the family's preferred language and the family cannot be required to provide their own translator, or to use the child in that role (Education Law Center PA, 2014, p. 27).

Foreign exchange student enrollments were encouraged because it helped schools become more diverse and provided learning experiences for all students. School districts were not required to provide Limited English Proficiency testing or provide ESL services to foreign exchange students; however, it was up to the discretion of the district (MODESE, 2014a).

### **Ethics in English Second Language Education**

**Immigration.** According to the Office of English Language Acquisition (2015), 57% of English Language Learner students were born in the United States, while the remainder of the students were first generation immigrants (p. 2). Immigrant children in our public schools were often impacted greatly by social and political issues that were controversial related to "illegal" immigrants (Peguero, 2008, p. 2). Often times, ESL

students with limited English proficiency, especially in the area of speaking, were subjected to detrimental and adverse treatment by teachers, administrators, students and other school faculty members (Peguro, 2008, p. 1). Theodore Roosevelt made a statement in regards to immigrants in 1918 that said, “Every immigrant that comes here should be required within five years to learn English or leave the country” (Kristof, 2014, para. 6). However, another former U.S. president, Franklin Roosevelt, stated on April 21, 1938 in a speech to the Daughters of the American Revolution, “Remember, remember always, that all of us, and you and I especially, are descended from immigrants and revolutionist” (Woolley & Peters, 2011, para. 4). These two opinions presented by previous leaders of the country highlighted the differences of opinion based on immigrants that existed in the United States.

In 2016, there were approximately 12 million “illegal” immigrants in the United States and 19 million documented immigrants in the United States. According to American Federation of Teachers (2016) approximately “2.5 million undocumented youth lived in the United States” (p. 4). Students in public school systems in the U.S. often had parents who were undocumented; however, the students were born in the United States, which made them U.S. citizens (Peguro, 2008, p. 2). Parents’ undocumented status had proved to have influenced their participation and expectations of instruction for their children due to their fear of deportation (Peguro, 2008). Arias and Morillo-Campbell (2008) stated, “All ELLs and their parents are potentially subject to the consequences of the current anti-immigrant sentiment just outside the doors of even those schools that are conscientiously seeking to meet the needs of an increasingly diverse student population” (p. 6). Schools were to ensure that students and families of

students did not face discrimination or mistreatment from staff or other students based on their background and culture (Education Law Center PA, 2014, p. 28).

A student had been considered undocumented if they were unable to provide social security number, a green card, visa or other documentation indicating residency in the U.S (MODESE, 2014a). Legally, schools could not deny education to a student who had been identified as undocumented and should not inquire about the students' immigration status as this would be unethical (MODESE, 2014a).

Ethically, educators were not to focus on students' immigration statuses and were to treat all students equally no matter race, religion or culture. Enrollment discrimination was a problem in a public school district in the United States because they were discriminating against immigrants with the enrollment documents they were requesting. "James A. Ferg-Cadima, a lawyer for the Mexican American Legal Defense and Educational Fund, said the problem was not limited to any one region. He said MALDEF had handled recent complaints in Illinois, Mississippi, Rhode Island and Wisconsin" (Phelps, 2014, para. 10). General Eric Holder Junior also reported that they had continued to hear troubling reports of actions against immigrant students taken by school districts in the United States. He stated that they, "have a chilling effect on student enrollment, raising barriers for undocumented children and children from immigrant families who seek to receive the public education to which they are entitled" (Phelps, 2014, para. 4). The Department of Justice and Education sent out a letter to school administrators, and restricting the documents that school officials could demand. The letter stated they could demand parents, verified a child's residency in the district, but parents were not required to produce a driver's license or Social Security number that



showed they were legal citizens of the United States (Department of Justice and Education, 2014, para. 2).

Peguero (2008) stated, “The role of immigration-related characteristics, such as English proficiency, needs further attention” (p. 2). A number of undocumented students were products of families that witnessed natural disasters, economic distress, civil wars or political issues that caused them to feel unsafe in the country of origin (MODESE, 2014a, p. 3). Researchers indicated that the limited English proficiency (LEP) programs in place in the U.S. public schools are inadequate and insufficient to support the needs of the LEP students (Peguero, 2008, para.7). Palm Beach county school district, located in San Francisco, was required to revamp their plan for ESL support and instruction by the Justice Department because it was discriminative in nature (Mock, 2015, para.4). The new plan included “conduct robust monitoring” to ensure that the requirements were being followed properly (Mock, 2015).

**Assessment Reliability.** Every year the majority of states around the country had assessed ESL Students through an English proficiency exam called the Assessing Comprehension and Communication in English State-to-State (ACCESS). The ACCESS had determined students’ eligibility for ESL services and had been the sole exam that assessed English language proficiency in many states. The criticism of the exam had been that it was too-easy and on the other hand, that it was too difficult (Mitchell, 2017; Strauss, 2015). Strauss (2015) stated, “The ‘passing’ grade on the ACCESS test reflects an extremely low threshold of achievement” (p. 3). Two years later, Mitchell (2017) stated that the test known as the ACCESS 2.0 “raised the bar for English-language proficiency and took effect in the 2016-2017 school year” (para. 4). The inconsistency in

the criticism of the exam has raised red flags to its validity. The ACCESS exam has been considered important because it determined whether a student qualified to receive ESOL services or whether they were to be placed solely with native speaking peers in the mainstream classes (Strauss, 2015, p. 2). Concerns expressed by Strauss in regards to the ACCESS exam were that students took almost the identical exams every year, there was a low achievement threshold and there was not a process in place to argue against the results based on what teachers witnessed when they worked with the students (Strauss, 2015, p. 2).

In one district in Maryland, it was found that once students exited the program they were not successful in the regular education courses and without the accommodations provided by the ESOL teachers the students were unable to achieve the credit requirements and they were unable to pass the challenging assessments to graduate (Strauss, 2015, p. 3). Students placed in mainstream classes faced struggles because, “many general education teachers lack the specific knowledge and skills to bring ELLs to proficiency in the four domains of language acquisition- speaking, listening, reading and writing” (Education Commission of the States, 2013, p. 2). Mitchell (2017) found that middle and high school students who tested out of the program with the ACCESS and were deemed proficient struggled to gain proficiency in academic course material (para. 30). Educators and advocates were worried to base a students’ proficiency solely on one assessment (Mitchell, 2017; Strauss, 2015).

**Attitudes of School Community.** In the United States, students who were immigrants with novice English speaking abilities were treated negatively and the treatment was detrimental to student self-esteem because it was often by all the

individuals in the school community (Peguero, 2008, para. 5). This treatment affected immigrant students' outlook on school. Teachers inevitably had beliefs and opinions that had been shown to students within their classrooms. Teachers were no different than other people and were subject to their beliefs and outlooks on the world they have experienced around them which affected their behavior when they worked with immigrant children and families (Ovando & Combs, 2018, p. 27). Reeves conducted a qualitative study that looked into four areas within secondary teacher attitudes in regards to ELL inclusion which were inclusion, coursework modification, professional development and perceptions of language learning (Reeves, 2006, p. 131). Reeves (2006) found that "in general, teachers held ambivalent or unwelcoming attitudes, although there were notable exceptions" (pp. 131-132). Public institutions as well as private agencies that were in charge of the education, protection and care were required to acknowledge the vulnerability of the immigrant population that they serve (Peguero, 2008, p. 3).

**Discrepancies Among Native Speaking Peers.** In 2002, the dropout rates for English Language Learners were 15-20% higher than the overall rate for non-ELLs (Artiles & Ortiz, 2002, para. 2). The Education Commission of the States (2013) stated, "ELLs' academic performance significantly lags that of their non-ELL peers- and more rigorous state standards and assessments undergoing implementation may exacerbate this gap" (p. 2). Many researchers indicated that the U.S. school system had not provided the sufficient resources to properly educate immigrant children (Peguero, 2008, p. 2). Students who had language barriers that were unaddressed performed poorer than native-speaking peers academically, as well as they were suspended, expelled, and often

disciplined as a result of communication problems (Mock, 2015, para. 8). Immigrants had not reported crimes seen or committed against them to authorities as for fear of their legal status. Peguero (2008) stated, “Immigrants, as victims and offenders, who have LEP receive inadequate and insufficient service, attention, and assistance in comparison to native English speakers” (p. 3).

In the 1970s, the *Lau v. Nichols* case showed Chinese families were upset that too often Chinese students were falling into disciplinary trouble. There were more than 59% of Chinese students in the district in this case who had not received English language assistance full-time as expected, and the “inadequacies caused difficulties and frustration among the LEP Chinese-speaking students, resulting in increased rates of truancy, delinquency, and drop-outs within an ethnic group previously considered a “model minority” (Mock, 2015, para. 10). Strauss (2015) found with a Maryland public school district in 2014 that students with limited English proficiency that were in 12th grade achieved 36.1% of the assessments required to graduate (para. 14). Many teachers were unable to appropriately educate and work with ESL students when they were placed in their mainstream classes. It was found in recent research that teachers struggled to identify and implement appropriate, effective instruction for mainstreamed ELLs (Reeves, 2006, p. 2).

One online article from *Teaching Tolerance* highlighted that teachers who wanted to effectively engage students in the learning process needed to measure their students’ abilities independently and then create individualized instruction, instead of basing their beliefs off of stereotypes regarded to the students’ cultural background or previous experiences the teachers had with any particular ethnicity (Teaching Tolerance, 2016,

para. 7). One style of teaching that strived to address teaching to all ethnicities was called Culturally Responsive Teaching (CRT) which “is an educational reform that strives to increase the engagement and motivation of students of color who historically have been both unsuccessful academically and socially alienated from their public schools” (Vavrus, 2008, p. 49). Teachers were required to be involved in the CRT reform, because they needed to gain multicultural knowledge. An understanding of cultures was taken into consideration so student improvement was made possible and schools were adapted to be more complete and culturally aware and accepting (Vavrus, 2008, p. 50).

**Cultural respect.** “As the nation’s student body continues to grow more culturally and racially diverse, the demographic composition of teachers remains extremely homogeneous racially with nearly 90% of all teachers identifying themselves as white” (Vavrus, 2008, p. 49). Culture was not only religious viewpoints, holidays celebrated, traditional dishes or recipes, or language; but, rather it was a lived experience that was very individualized for everyone (Teaching Tolerance, 2016, para. 4). ESL students brought many different diverse beliefs and cultures into public schools that should be respected and celebrated. It was important for schools to be aware of potential issues, such as religion or culture that needed to be addressed related to the holidays or cultural traditions, so students felt comfortable at school (Teaching Tolerance, 2016, para. 5). The U.S. Supreme Court banned school-sponsored prayer in a 1962 court decision, as they stated it violated the First Amendment. However, students were allowed to openly pray in schools to practice their religious beliefs (Strauss, 2016, para. 17). Many cultures and religions represented within the ESL population required prayer

or religious acts multiple times per day and schools were to be conscientious of this (Hill, 2016, p. 2).

Ramadan was a Muslim holiday celebrated in the month of May and it was to recognize Muhammad's divine revelation from Allah, it was recorded in the Qur'an, or Koran that was a large part of Muslim belief (Hill, 2016, p. 1). Many ESL students in U.S. public schools celebrated Ramadan, which involved fasting for the whole day until sundown for a month. Therefore, it was important for schools to remember these students had difficulties being involved in strenuous activity or food-related events. Absences of students or faculty who practiced the Muslim religions were expected on Laylat al Qadr, also known as the "Night of Power," or the "Night of Destiny" (Hill, 2016, p. 2).

The Pledge of Allegiance was recited daily in public schools throughout the nation. For students from other countries, their participation in the Pledge of Allegiance was not required. There was a Supreme Court case in 1943, *West Virginia State Board of Education v. Barnette*, that found "forcing a student to recite the Pledge of Allegiance, then punishing them if they did not, violated First Amendment rights to free speech and the due process clause of the Fourteenth Amendment" (Lord, 2017, para. 10).

**Parent involvement.** Arias and Morillo-Campbell (2008) stated that "research supports the importance of parental involvement for improved student achievement, better school attendance, and reduced dropout rates regardless of socioeconomic background or ethnicity" (p. 1). Schools were required to communicate information to limited English proficient parents in a language they were able to understand about any program, service, or activity that was called to the attention of parents who were proficient in English (U.S. Department of Justice and Education, 2015). Articles and

research revealed a large majority of districts did not offer all school information in all parents' native languages (Arias & Morillo-Campbell, 2008; Noonoo, 2017; Peguero, 2008). Noonoo (2017) suggested districts gathered comprehensive data on the language populations they served, and then strived to make materials available in each of those languages, either through translation tools online or direct translation (para.7). Nearly 70% of English Language Learners spoke Spanish in 2013; however, the remainder of the student population was a multitude of languages (Education Commission of the States, 2013, p. 1). Families' cultures brought many different views of what school, education, and teaching looked like (Vandeven, 2015, p. 41). "ELL parents often experience confusion and frustration with an educational system that not only misunderstands their cultural values and beliefs, but places additional barriers that impede their full involvement in their children's schooling" (Arias & Morillo-Cambell, 2008, p. 8). ELL families held different expectations of what the teacher was required to do, the amount of time students dedicated to schooling, job opportunities that resulted from schooling, and the roles played by females and males in school and society (Vandeven, 2015, p. 41). As a result of ELL families' expectations, schools that lacked a multicultural awareness or understanding struggled working with ELL families with differing beliefs as the United States.

### **Curriculum**

In the *Lau v. Nichols* case in 1974, students argued that they found themselves assigned to classes that other native English speaking students were assigned to and that this "English-only" approach was not helping them learn what they needed to learn in school (Sugarman & Widess, 1974, para. 3). The Supreme Court determined that not

providing ESL students with supplement English instruction was against federal law, per the Civil Rights Act: Title IV of 1964 (Texas Education Agency, 2010). Federal and state policies had an impact on programs in schools, but many policy decisions that focused on the specifics of how programs were implemented specifically were made at the local school level (Ovando & Combs, 2018, p. 8). According to the Missouri School Improvement Plan, districts “must have a plan to provide instructional services for all ELLs. Although, services might vary depending on resources and context, they must include direct English language instruction and appropriate content modifications” (MODESE, 2014c, p. 2). Due to the autonomy of the LEAs, the ELL programs were vastly different in many schools across the nation (Ovando & Combs, 2018, p. 8).

The state of Missouri recognized 13 models of instruction that were used in schools to support ESL students (MODESE, 2015). These models were English for Speakers of Other Languages (ESOL), Structured ESOL Immersion, Content-Based ESOL, Pull-Out ESOL, Bilingual Education, Bilingual Immersion, Two-way Developmental Programs, Late and Early Exit Programs, Team-teaching, ‘Sheltered’ Classrooms, Resource Classrooms, Newcomer Centers, Standards and Achievement (MODESE, 2015).

**ESOL models.** The English for Speakers of Other Languages (ESOL) approach was stated as the most practical approach for the state of Missouri, given the low ESL populations in districts and the lack of bilingual certified teachers (MODESE, 2015, p. 1). It was found that “only 372 teachers were ESOL certified in the 2005 school year, which accounted for 0.6% of all teachers in Missouri” (Sengsavanh, 2005, p. 1). There



were three different ESOL approaches of teaching, which were structured ESOL immersion, content-based ESOL, and pull-out ESOL.

The structured ESOL immersion typically was implemented in elementary classrooms in Missouri and attempted to provide students teachers who were bilingual in a self-contained classroom; the plus for the student was that a teacher relied on the students' native language for providing explanation and giving great detail on key skills and concepts (MODESE, 2015, p. 1). This approach was not used effectively if there were less than 20 students or if the students in the class came from a variety of different language backgrounds (MODESE, 2015, p. 1).

Content-based ESOL exposed students to the regular education curriculum that they were required to master in order to graduate, and it helped integrate them into the student body instead of ostracizing them from their peers (Office of English Language Learning and Migrant Education, 2009, p. 2). This model also recognized that language was a means to an end and focused on delivering the content required by the curriculum in English in a way that made the content understandable (MODESE, 2015, p. 1). Students received all the same content as all native speaking students received and the primary goal was English fluency in the academic English with the intent that was to foster the whole English fluency of the student (Office of English Language Learning and Migrant Education, 2009, p. 3). For the state of Missouri, it was stated that there were not any restrictions of the number of ESOL classes a district was able to accept for credit attainment for graduation; therefore, it was up to the school districts' flexibility to their learners' needs (Vandeven, 2015, p. 35).

In the pull-out instructional model, “Students are pulled out of mainstream classes for a small portion of the day to attend classes that integrate English language development such as English as a second language (ESL) instruction, academic skills development, literacy, and content-area support” (Office of English Language Learning and Migrant Education, 2009, p. 1). It was found that the pull-out model was most frequently used; however, it was also the least effective model for ESL students (Office of English Language Learning and Migrant Education, 2009; MODESE, 2015; Ovando & Combs, 2018). Ovando and Combs (2018) found the problem with the pull-out model was the time lost for the students to have access to the mainstream curriculum, they were not given instruction from specifically content-trained teachers at their grade level, and there was little access to primary language schooling in order to be at the same grade-level as their peers academically while they learned English at the same time (p. 29).

**Bilingual education models.** Bilingual education instructional models included classes taught through both languages within a curriculum that was infused with a multicultural perspective at all grade levels (Ovando & Combs, 2018, p. 34). By exposing students to different languages and making language acquisition a priority, schools expanded the multicultural mindsets of the school community and made a better learning environment for ESL students (Ovando & Combs, 2018, p. 34). Missouri Department of Education stated that in Missouri “bilingual classrooms really only exist in some of the large city schools;” however, it was also stated that “it is clear that a properly implemented bilingual classroom is the most effective long-term educational setting for LEP students” (MODESE, 2015, p. 2). The three instructional bilingual education models presented by the Missouri Department of Education were Bilingual Immersion,

Two-way Developmental Programs, and Late and Early Exit Programs (MODESE, 2015, p. 2).

The Bilingual Immersion model was developed initially in Canada in the 1960s and it enabled majority language students to have their schooling in both French and English during their k-12 educational career (Ovando & Combs, 2018, p. 34). This type of program required teachers who were qualified in content area(s) and who were highly proficient in multiple languages; therefore, this model was extremely difficult to implement in many school districts (MODESE, 2015, p. 2). This model recognized both languages and had the ability to teach the differences in each to avoid students transferring first language structure to second language structures that were incorrect. Zdorenko and Paradis (2007) found that students transferred knowledge of their first language with respect to articles to their second language, which were incorrect.

A two-way development program provided second-language learning for every student, it enriched both the social and academic experience of both language minority and language majority students in schools (Ovando & Combs, 2018, p. 22). The goal of the two-way development model was to allow students who participated in the program to become bilingual over a long time span, when they used the structured use of English and another language during instruction (MODESE, 2015). Late and Early Exit Programs were designed to split instruction between a students' minority and majority languages. The purpose of this model was to have students eventually function in all-English speaking classrooms (MODESE, 2015, p. 2).

**Additional instructional models.** Team Teaching involved teachers collaborating and the ESOL teacher was able to teach subject matter alongside content teachers. Team-teaching incorporated a collaboration, planning material jointly, and cross-curricular themes into instructional programs (MODESE, 2015, p. 3). Sheltered classrooms referred to a classroom where only LEP students were taught. Students were taught the same curriculum as their peers, but in a context where the teacher employed techniques designed to help make the content understandable to them (MODESE, 2015, p. 3). Robertson and Lafond (2017) suggested increased sheltered instruction for ELL students with interrupted formal education. Resource classrooms were noted to be most effective at middle and high school levels and students took separate content classes in resource classrooms, or they stopped in to the ESOL classroom to get help with readings, complete assessments, get assistance on projects, or do individualized homework assignments that aligned with the students' language abilities (MODESE, 2015, p. 3).

Newcomer centers were in discussion for many districts with highly populated ESL students for years. Newcomer programs allowed immigrant students to get acclimated to school in the United States and allowed students who were not be able to complete high school during the traditional timeline to develop long-term educational goals leading to a high school diploma (Office of English Language Learning and Migrant Education, 2009, p. 5). Centers provided students with an environment they felt was safe and supportive before they were moved into the regular education setting (MODESE, 2015, p. 3). Finally, the Standards and Achievement model focused on supporting students to accomplish the identical educational standards that were set for all

students and supported the development of instructional objectives that helped to lead students to high achievement (MODESE, 2015, p. 3).

Missouri Department of Education produced ideal components for Missouri School Improvement Plans (MSIP) for ESL students. The “necessary” but not required components were identification, assessment, services, teacher qualification, parental notification, parental involvement, working with private schools, and program failure notification (MODESE, 2014c, p. 2). Under “services” in Missouri’s ideal components it stated that “districts must have a plan to provide instructional services for all ELLs, although services might vary depending on resources and context, they must include direct English language instruction and appropriate content modifications” (MODESE, 2014c, p. 2). The WIDA Standards framework, which was used in the state of Missouri, consisted of five components, which were: “a can do philosophy, guiding principles of language development, age-appropriate academic language in sociocultural contexts, performance definitions and strands of model performance indicators” (WIDA Consortium, 2014, p. 1).

In 2001 in New York, it was found that 32% of LEP students were dropouts given they were required to complete rigorous academic exams and standards in order to graduate (Wang, Many, & Krumenaker, 2008, p. 67). These results showed that mainstreaming ESL students in general classroom settings with the same expectations of other students was ineffective (Wang et al., 2008, p. 67). Another study conducted addressed the needs and experiences of mainstream teachers when they had ESL students in their social studies courses at the high school level. The study concluded that schools should incorporate a range of training for content teachers, team-teaching by ESL

specialists and content teachers, differentiated instruction, bilingual materials, and bilingual groups (Wang et al., 2008, p. 82).

**Accommodations.** Accommodations were one strategy used to allow English language learners with a means of support to transition into the general education environment (Maryland Public Schools, 2012, p. 7). Accommodations should be determined by a committee including ESOL staff, academic content staff, and a school administrator, and they should be outlined in an English Learner Plan. The English Learner plan included students' demographic information, EL identification and placement information, students' level of academic achievement, instructional plan, parental notification elements, and EL committee signatures (Maryland Public Schools, 2012, p. 7).

**Interrupted formal education students.** Migration, war, lack of education facilities, and cultural and economic circumstances all interrupted a student's formal education, which were issues at the time of this writing for many ESL students who arrived in schools in the United States (Office of English Language Learning and Migrant Education, 2009, p. 1). Students with large educational gaps entered many schools in the United States with the hopes of gaining an education. English language learners with interrupted educational backgrounds often experienced more at a young age than their more fortunate peers experienced in a lifetime (WIDA Consortium, 2015, p. 3). These students had been referred to as Students with Interrupted Formal Education (SIFE), which were identified as being incredibly high-risk (Office of English Language Learning and Migrant Education, 2009).

Students enrolled who were SIFEs had much more to learn than just English; they needed to learn everything involved in attending school including, riding the bus, taking notes, following a school schedule, and how to use school supplies (Robertson & Lafond, 2017). This population often times came from impoverished circumstances, both in developed and undeveloped nations (Robertson & Lafond, 2017, p. 3). Common struggles of SIFEs were stress, literacy and academic gaps, frustration, and high-risk of dropping out (Robertson & Lafond, 2017, p. 4). The level of literacy in a student's native language played a large role in the English language acquisition and it was recommended to be taken into consideration upon a student's enrollment to determine the instruction needed for the student (WIDA Consortium, 2015, p. 5). Ovando and Combs (2018) stated, "cognitive and academic development of a student's first language provides especially crucial support for second-language acquisition" (p. 117). The SIFE students educational background usually consisted of language-based learning instead of text-based learning used in the United States; therefore, using instructional models that capitalized on oral language development proved to be most effective. One type of effective oral language development instructional model was total physical response (TPR) (WIDA Consortium, 2015). The TPR model encompassed three principles: students listened before speaking, students learned through commands, and students' target language speech evolved from listening (Seifert, 2017). Another instructional model used was language experience approach (LEA), which allowed students to connect personal experiences through listening, retelling, and writing about shared events (WIDA Consortium, 2015, p. 6). While students had large gaps in education, educators needed to teach grade-level skills through utilizing visuals. Students used visuals to infer about

events, compare and contrast, and make connects to English instructional vocabulary (WIDA Consortium, 2015, p. 7)

Best practices for SIFE students were identified as sheltered instruction, content-based ESL, and meaningful standards-based learning (Office of English Language Learning and Migrant Education, 2009, pp. 2-3). Sheltered instruction consisted of an integrated approach to develop English language proficiency through modifying the academic content to be accessible and comprehensible to learners. Content-based ESL was a model that fluency in English was the primary goal and teachers collaborated regularly to identify areas of growth and areas of weakness that needed improvement (Office of English Language Learning and Migrant Education, 2009, p. 3).

**Gifted English Language Learners.** English Language Learners (ELLs) were definitely the most underrepresented population of the 3 million students identified as gifted in the United States in 2015 (Sanchez, 2016). Gifted ELLs were often overlooked, due to the difficulties in identifying the students' abilities. Vandeven (2015) stated, "The fact that some students have not developed English language skills to the same level as their peers does not mean that they are inherently less intelligent, creative, or deserving of a challenging and invigorating educational experience" (p. 27). Standardized non-verbal tests were used to identify gifted ELLs; however, non-verbal tests were not able to take into consideration the socialization experiences students may have, which affected their scores (Iowa Department of Education, 2008, p. 24). In regards to qualification for gifted education programs, the individuals who were responsible for selecting which students qualified were required to ensure that the requirements to choose and select participants were not biased, either culturally or linguistically (Vandeven, 2015, p. 27). Iowa



Department of Education suggested that the criteria that identified gifted ELLs included English language proficiency tests, acculturation scales, input from students' cultural groups, prior academic performance in the child's home school and parent interviews (Iowa Department of Education, 2008, p. 28). Vandeven (2015) also stated, "To make decisions about students based on measures that assume English language proficiency is a violation of ELL students' civil rights" (p. 28).

**Standardized assessments.** Many standardized assessments had not provided support for Limited English Proficient students until recently. The American College Test (ACT) first provided supports for students who were English learners in the fall of 2017 (American College Test [ACT], 2016). The supports provided were additional time on the test, use of a word-to-word bilingual dictionary, instructions in the students' native language, and testing in a separate setting (ACT, 2016). The students were required to submit a request for testing accommodations online in the Test Accessibility and Accommodations Systems (TAA) (ACT, 2017). The school district was required to provide eligibility on the basis of English learning needs after a request was submitted by checking the students' eligibility for ESL services within the district (ACT, 2017). The instructions offered in the native language were only offered in 12 languages in the fall of 2017, which were Arabic, Chinese (simplified), Chinese (mandarin), French, German, Haitian Creole, Korean, Russian, Somali, Spanish, Tagalog, and Vietnamese (ACT, 2016, p. 2).

The Missouri Assessment Program (MAP) assessments were used to "test students' progress toward mastery of the Missouri Learning and Show-Me Standards with the following assessments: Grade Level, End of Course (EOC) and MAP-Alternate

(MAP-A)” (Vandeven, 2015, p. 26). It was stated that no ELL was exempt from taking any of the MAP assessments after enrolling in a Missouri school, which was a requirement by the NCLB Act. However, as long as the student was identified as qualifying as an ELL, then some accommodations were made in administering the test (Vandeven, 2015, p. 26). ELLs’ scores were not to be counted for accreditation purposes in the district results until a student had been enrolled in a Missouri school for three years (Vandeven, 2015, p. 26).

**Language assessments and placement.** Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs) was used to determine students’ eligibility for ESL curriculum and instruction. It was suggested that schools used the School Frequency Report to identify specific patterns of weakness and areas that required instructional help to modify curriculum appropriately in districts (Mavrogordato & Paul, 2015, para. 12). The ACCESS exam was given to all ESL students in school districts in the state of Missouri. For the 2017-2018 school year, the criteria for students exited from the program was a 4.7 out of 6.0 English fluency on tier C testing (MODESE, 2017a, p. 17). If a student was not exited with a 4.7 out of 6.0 on tier C, he/she remained eligible to receive services the next year (MODESE, 2017a, p. 17).

## **Finance**

**Missouri school general funding.** In Missouri all school funds were accounted for within four different domains of funds on all financial statements. These funds were labeled General Fund, Special Revenue Fund, Debt Service Fund, and Capital Projects Fund (MODESE, 2017c, p. 3). The Debt Service Fund was very predictable, because the

expenses consisted of solely principal and interest; therefore it was known in advance the amount allocated to this fund. The Debt Service Fund was held in a separate bank account and was not able to be commingled with the other funds (MODESE, 2017c). The General and Special Revenue funds were used to operate the school district on a daily basis, and the balance was used to determine the financial stability of a district. The General and Special Revenue funds were the least stable, because they fluctuated year-to-year. Finally, the Capital Projects Funds were used for expenses that were more than \$1,000 and were items, such as building additions, furniture for classrooms, lease payments, or real estate expenses (MODESE, 2017c, p. 3). School districts passed bond issues and provided detailed lists of items needed that were paid from the Capital Projects Fund in the yearly budget.

**ELL funding needs.** The English Language Learner (ELL) population was supported financially from a number of different sources in each state and district. Given the ELL students received supplemental services, these services usually required funding in addition to that of the average student (Millard, 2015). There were 13 different models of ESL instruction presented by Missouri Department of Education that they endorsed, and many of the models of instruction required additional staff and funds to operate (MODESE, 2017c). Without proper funding, ELL programs were unable to operate successfully and students were not provided what they needed to succeed in a public school setting. The No Child Left Behind Act and Every Student Succeeds Act were enacted to strive to provide ELL with the funding to support the proper education for the unique population that was present in U.S. public schools (Abedi & Dietel, 2004; Klein, 2015).

**No Child Left Behind.** The NCLB Act was signed into law in 2002 by President George W. Bush; it focused on the English Language Learner subgroup, because they scored 20 to 30 percentage points lower on standardized assessments than native speakers, and it demanded schools improve the student performance (Abedi & Dietel, 2004; Klein, 2015). In the first year of the NCLB implementation, Title III funds of approximately 3.1 million were given to Missouri for 14,855 LEP students in 2004 (Sengsavanh, 2005, p. 1). ESL programs were identified as a priority and were supported federally by what was called Title III funding. The funding from Title III was to “be used to provide supplemental services that improve the English language proficiency and academic achievement of ELs, including through the provision of language instruction educational programs and activities that increase the knowledge and skills of teachers who serve ELLs” (U.S. Department of Education, 2016a, p. 4). Title III funds created requirements of ELL programs to provide the federal government with evidence they were supporting ELL students properly through stipulations outlined in the NCLB Act. The stipulations of ELL programs presented in the NCLB Act were some of the first federal mandates that identified and supported ELLs explicitly (Sengsavanh, 2005).

**Every Student Succeeds Act.** The Every Student Succeeds Act (ESSA) was signed by President Obama on December 10, 2015, and it replaced the No Child Left Behind Act (U.S. Department of Education, 2018). The act increased the attention devoted to ESL education and required standards be adopted that focused on speaking, listening, reading, and writing, as well as a two year monitor program for ESL students who had exited the program (U.S. Department of Education, 2016a). With the increased requirements to attention to ESL programs, more funding was needed for many districts.

Under ESSA the funding changed, because it stated that funding from Title I, II, and III were used to support the ESL programs when needed, instead of just Title III money being used to support ELL programs (U.S. Department of Education, 2016d, p. 23). The main fund used for ELL remained Title III; however, ESSA provided flexibility for usage of Title I and Title II money to support ELL programs when necessary.

**Federal funding.** Federally, ESL programs had been funded through Title I, Title III, and Title III money under the Every Student Succeeds Act (U.S. Department of Education, 2016d, p. 23). The Education Commission of the United States stated that “funding is a serious issue-there is no federal mandate to provide specialized services to ELL students as there is for special education students” (Education Commission of the United States, 2013, p. 4). There were federal efforts to ensure that ELL students were not forgotten when it came to funding through having licensed education agencies have a plan for these students if they were opting to use federal funds to support their program (U.S. Department of Education, 2016c). Money delegated to ELL programs through certain funds had not been regulated in order to ensure that it actually went to ELL programs and was often spent on students who were not ELLs (Millard, 2015).

**Title I, Part A & D Funds.** Title I, Part A funds were described as funds for the improvement of basic programs operated by the Local Education Agencies or school districts (U.S. Department of Education, 2016d, p. 23). While Title I, Part D funds were described as funds for intervention and prevention programs for students who were identified as being ‘at-risk,’ neglected or delinquent. “A school operating a schoolwide program may use Title I funds for any activity that supports the needs of students in the school as identified through the comprehensive needs assessment and articulated in the

schoolwide plan” (U.S. Department of Education, 2016c, p. 5). All public schools were eligible to receive Title I money, and there was not an application process (Vandeven, 2015). The schoolwide plan required districts to include the subgroups of “economically disadvantaged students; students from major racial and ethnic groups; children with disabilities; and English learners,” which ensured these populations were not ignored and the Title I funds were allocated, based on need (U.S. Department of Education, 2016c, p. 8). The implementation of strategies that had proven to be successful that accelerated the comprehension and acquisition of content knowledge for students who were English Language learners was one example of how Title I funds were used to help English learners (U.S. Department of Education, 2016c). Another contingency to receive Title I funds was that all students who were English Language Learners in a district were required to participate in taking the ACCESS test, which was an English fluency assessment given yearly; if districts did not administer the exam to each student they risked not receiving NCLB Title I A funding (Vandeven, 2015, p. 70). The new ESSA law enacted in 2017 stated, “An LEA must ensure that each schoolwide program school receives funds from non-Federal sources to provide services that are required by law for students with disabilities and English learners before using Title I funds in the school” (U.S. Department of Education, 2016c, p. 9).

**Title II, Part A Funds.** The Department of Education in the United States of America (2016d) classified Title II, Part A funds as funds to support effective instruction (p. 23). It was also described with the purpose to give students who came from low-income families or students who were the minority with an increased access to educators who were effective (U.S. Department of Education, 2016b, p. 4). School districts were

able to use Title II, Part A State activities funds to offer programs that established, expanded, or improved the routes to alternative State certification for teachers, particularly in high needs areas, such as teaching children with disabilities, ESL certification, STEM subject areas, or any other area the state identified as a shortage of teachers in (U.S. Department of Education, 2016b, p. 9). This allowed school districts to fill shortages in English Language Learner teaching positions through alternative routes to state certification. To support diverse educator workforce Title II, Part A program suggested using funds to provide professional development that targeted “cultural competency and responsiveness and equity coaching, designed to improve conditions for all educators and students, including educators and students from underrepresented minority groups, diverse national origins, English language competencies, and varying genders and sexual orientations” (U.S. Department of Education, 2016b, p. 20). Title II money strived to provide staff with training in order to work with the diverse populations schools were faced with in the United States.

**Title III, Part A Funds.** The U.S. Department of Education stated that Title III, Part A funds were allocated specifically for English language acquisition, language improvement, and academic achievement (2016d, p. 23). The amount of funds allocated to state Title III grants from the federal government were set through yearly congressional appropriations (Sugarman, 2016). For the fiscal years 2015 and 2016, the federal government budgeted \$737.4 million dollars for Title III, and in the fiscal year 2017 the federal government budgeted \$800.4 million dollars for Title III (Sugarman, 2016, p. 17). The share given to each state was determined using the American Community Survey (ACS) administered by the U.S. Census Bureau. The minimum grant

a state received in 2015 was \$500,000 and the largest grant in the fiscal year 2015 was given to the state of California at \$146.9 million (Sugarman, 2016, p. 17).

After a state received federal funding through the formula grant, then districts were provided subgrants based on the number of English Language Learners represented in their school district (Sugarman, 2016). School districts were required to apply and be eligible in order to receive Title III funding (Vandeven, 2015). If a district had a small ELL population, they were able to combine with other districts to form a consortium to receive Title III funds, if the individual districts were not able to receive a subgrant of at least \$10,000, based on their individual district ELL enrollment (Sugarman, 2016, p. 17). Title III funds were used to offer high-quality language instruction where it demonstrated an increase in English language proficiency and there was an increase in student achievement academically in all of the core subject areas offered in public schools (MODESE, 2017b, p. 1). In order to receive Title III money, school districts were required to have a plan called a Title III Plan. The plan was a document that stated the activities that the local education agency (LEA) planned to use the funds provided under the Title III or the No Child Left Behind (NCLB) Act (MODESE, 2014d). All the activities presented in the plan were to be specific to ELL students only and length of time the activity spanned was not to go outside the Title III budget period (MODESE, 2014d, p. 1). Title III money could also be used “to provide highly trained teachers and school personnel through professional development designed to improve classroom instruction for ELs and to enhance adequate parent involvement through purposeful meetings and activities tailored to increase parents’ support to their children’s education” (MODESE, 2017b, p. 1).



School districts which received Title III funding were also required to meet criteria in the categories of notification of parents and participation in their native language, and notice and format, must also have utilized a statewide English fluency assessment tool-WIDA, and reported all students and consultations with private schools (MODESE, 2017b). For school districts that had not achieved Annual Measurable Achievement Objectives (AMAOs) for two consecutive years, they were required to submit a Title III Improvement Plan. The improvement plan was required to be tied to the Title III budget and the Title III improvement plan was a corrective action plan, not an initial action plan (MODESE, 2014d, p. 1).

**State funding.** Title III funds from the federal government proved to be supportive of the program; however, most states found they were inefficient to support all ELL service needs (DeNisco, 2015). Given that Title III federal funding was a supplement, school districts were responsible in finding other ways to fund their ELL programs in each of the states. It was found that 46 states provided additional funding to support ELL students in three different ways, which were formula funding, categorical funding, and reimbursements (Millard, 2015). The U.S. Department of Education explained that states were “required to set aside 15% of their Title III funds under the ESEA for subgrants to LEAs that have experienced a significant increase in immigrant students” (U.S. Department of Education, 2014, para. 8).

Of the 46 states, 34 used formula funding, which was calculated through weights, dollar amounts, and teacher allocations (Millard, 2015, p. 2). Student weights ranged from 9.6% in Kentucky to 99% in Maryland, in the year 2014 (p. 2). Weight funding accounted for ELLs by multiplying the base funding amount per student by an additional

weighting factor, and the weight factors varied dependent on perceived educational needs of ESL students. Missouri used formula funding based on a weighted factor in 2014 of 60% (Education Commission of the States, 2014, p. 1). Another strategy used for formula funding was dollar amounts, which were setting aside an additional amount per each ELL student, which was part of the formula (Millard, 2015, p. 2). Finally, teacher allocations were another strategy of formula funding in which districts accounted for additional funding through staffing costs required to educate ELLs; for example, the state provided additional funding for a new staff member for every 30 ELL students (Millard, 2015). Formula funding did not guarantee the allocated funds went to ELLs, because most districts or states did not contain mandates on how the funds were to be spent.

Another means of additional funding, used by nine of the 46 states in the year 2014, that had additional funding for ELLs, was Categorical Funding. Categorical Funding provided funding through the allotment of specific line items in the budget (Millard, 2015). The amount of funding given using the Categorical Funding was based on the number of ELLs and the amount of state appropriations. A benefit of Categorical Funding was it guaranteed the money was spent on ELL programs; however, it was limiting.

The last type of state funding described by the Education Commission of the States (2014) was Reimbursement Funding, which was used in three out of the 46 states in 2014 that provided additional funding for ELL students (p. 1). Reimbursements were made after costs were actually accrued (Millard, 2015). In order to have received reimbursements, districts were required to report expenditures to the state superintendent,

who then approved requests. There were no guarantees that expenses would be reimbursed, and this model was very paperwork intensive.

**Local funding.** After federal and state funding was allocated to districts, based on the English Language Learner enrollments, then local education agencies or school districts were required to determine where funds would go and how much funding they needed in addition to state and federal funds specific to ELLs to support their program (Sugarman, 2016). Factors that were identified to impact the cost of ELLs' education in the district were staff salaries, type of program model implemented in that district, and the demographic context and the capacity of the district. Districts used their discretion to determine the amount of Title I, Title II, and Title III money to be used for ELL programs (Sugarman, 2016). Additional considerations were that the amount received from local, state, and federal sources varied from one district to another in the state of Missouri. The Missouri Department of Education stated, "Some school districts receive 70% of their revenue from state and federal sources and 30% from local sources. Other districts are just the opposite with 70% from local sources and 30% from state and federal sources" (MODESE, 2017c, p. 3).

### **Chapter Three: Research Method and Design**

#### **Overview**

Chapter Three, the researcher outlined the study by presenting the methodology used during the study, providing the purpose of the research, and identifying the research questions, null hypotheses, data collection techniques, participants, and explained how all participants were kept anonymous throughout the study.

ESL classroom placement for ESL students was pertinent to all school districts across the United States. To develop a structured ESL program, it took individuals willing to make ESL instruction a priority, time, money, flexibility, professional development efforts, and developing alternative curriculum for ESL students, based on the needs of each school district to provide top of the line ESL instruction. The literature review revealed that ESL populations have grown exponentially and the ESL programs across the nation needed attention in the areas of curriculum, classroom placement, funding, cultural awareness, and program development, which affect student classroom placement. The improvement to the areas that needed attention would impact the ESL students' educational experience and provide them with a well-balanced, equal opportunity education. The study identified specific reasons related to lack of quality classroom placement options for ESL students. The identification of specific reasons could lead to changes in the ESL classroom placement model and options for ESL students, ultimately improving the education for ESL students at Midwest Public School District.

Additionally, the literature suggested a need for improved educator support for teachers working with ESL students, through additional professional development.

Improving teaching strategies and awareness of all educators would impact their ability to work effectively with ESL students who may be placed in their courses in the future.

Having more trained individuals in the district would have a positive impact on the education for ESL students and increase support for students, which would, hopefully, decrease dropout rates and increase student performance for ESL students within the district. More trained teachers would also result in financial benefits for the district, because it would potentially reduce the number of ESL staff needed to support students throughout the day.

### **Purpose**

The purpose of this mixed methods case study was to evaluate the then-current ESL classroom placement model at the secondary level in a Midwest public school. The researcher gathered an understanding of teachers', counselors', and administrators' perspectives on the then-current placement model through Likert scale surveys, interviews, and a focus group. Quantitatively, the researcher aligned common questions and responses to identify common themes on specific areas for improvement using scores and results of the ANOVA. If common themes were identified for each group from the perspectives given through the survey that indicated a need for change, solutions to implement the change to better classroom placement could be investigated and implemented by the school district. The ACCESS English fluency score quantitative evaluation was used to identify if there was a discrepancy between scores in the areas of reading, writing, listening, and speaking, as well as a discrepancy between oral language, literacy, and comprehension. If a discrepancy was identified in the areas of English fluency, the school district could investigate and implement solutions that targeted the

discrepancy to ensure students were acquiring a well-rounded English language education.

The researcher created open-ended questions to qualitatively evaluate the counselor and administrator perspectives, through one-on-one interviews. If one or more consistencies existed between counselors and administrators regarding areas of improvement, solutions could be investigated and implemented by the school district. The researcher also utilized open-ended questions to evaluate teachers' perspectives, through a focus group dedicated to sharing perspectives on the then-current ESL classroom placement model. If consistencies existed between teachers, counselors, or administrators regarding areas of improvement, solutions could be investigated and implemented by the school district. Focus groups, surveys, individual interviews, and assessment data were means of active research that identified common themes that spoke to the effectiveness of the then-current classroom placement model for ESL students at the secondary level in a Midwest public school. The data for the study were collected in focus groups, surveys, and interviews from teachers, counselors, and administrators from Fort Midwest Public High School. Secondary data of English fluency assessments scores on the ACCESS were collected on then-current secondary Midwest Public School District students receiving ESL services.

### **Research Design and Rationale**

The literature suggested that ESL classroom placement was determined in majority by local education agencies, with guidance from federal and state mandates; therefore, the levels of effectiveness of each program varied. The research also suggested that the classroom placement model and means of instruction affected the levels of

English fluency and success in the regular education classrooms. Throughout the years, ESL programs evolved and continued to provide students with more of what they needed; however, there was still a need for more support, professional development, and curriculum efforts to provide students with an equal education as native English speaking students, due to the large percentages of high school dropouts who were ESL students.

The ultimate goal of this study was to identify components of the classroom placement model and ESL program, specifically in one Midwest public school, that positively or negatively affected ESL students' education. By identifying and making connections between teacher, counselors, administrator perspectives, and student English fluency scores of the then-current program, the researcher aimed to meet the needs of students and make a lasting impact on their education and future educational outcomes. Meeting the needs of students through program modification as a result of this study could ultimately improve graduation rates for ESL students, offer more individualized instruction and improve their overall quality of education.

### **Participants in Quantitative Study**

For the duration of the study conducted by the researcher, all participants were faculty members of the Midwest Public School District, located in Missouri. All participants in the study conducted by the researcher were provided a survey research consent form that explained the study, risks with participation in the study, and the confidentiality that would be kept with their responses, along with their ability to withdraw from the study at any time by exiting the browser. *The survey research consent form* used by the researcher was designed by Lindenwood University (Appendix A). Secondary quantitative data of English fluency scores on the ACCESS assessment

were collected from the database for students, who at the time of the study were receiving ESL services at the secondary level.

The study's survey participants were divided into three different groups that were decided by the then-current position of the faculty members: counselors, administrators and teachers. Five of the six counselors agreed to participate in the study and completed the survey sent electronically. Thirty-four of the total 123 teachers agreed to participate in the study and completed the survey sent electronically. And, five of the six administrators agreed to participate in the study and completed the survey sent electronically. All participants were provided the survey research consent form (Appendix A) and submitted their surveys, electronically providing their consent to use their responses for the research study.

### **Null Hypotheses**

During the literature review, the researcher identified a number of areas that affected the soundness of ESL programs, which were classroom placement models, training, and professional development. The first two hypotheses addressed these areas through looking at the perceptions of administrators, counselors, and teachers. Another way to assess the soundness of ESL programs was to look at student growth in English fluency through the ACCESS English fluency exam given yearly at the Midwest public school. The researcher tested hypotheses pertaining to students' improvements in Listening, Speaking, Reading, and Writing, as well as students' improvements in Oral Language, Literacy, and Comprehension, through quantitative analysis of data for students then-currently receiving ESL services and represented in the district ACCESS testing scores.



**Null Hypothesis 1:** There are no differences among perceptions of administrators, counselors, and teachers regarding whether classroom placements of ESL students are appropriate.

**Null Hypothesis 2:** There are no differences among perceptions of administrators, counselors, and teachers regarding the need for additional training and professional development to best meet the needs of ESL students.

**Null Hypothesis 3:** There is no difference in students' improvements in their Listening, Speaking, Reading, and Writing subscores, as measured by the ACCESS assessment.

**Null Hypothesis 4:** There is no difference in students' improvements in their Oral Language, Literacy, and Comprehension subscores, as measured by the ACCESS assessment.

### **Procedures**

Initially, the researcher wrote a letter explaining the study and requesting approval to the superintendent of schools of the district that would potentially providing data for the case study analyzing. The letter provided information regarding the data to be collected, potential participants, and the overarching goal of the study. Upon approval of the case study from the superintendent, the researcher designed a prospectus and submitted it to the Lindenwood University Supervisor of Graduate Research, for approval. Once the prospectus was approved, the IRB was finalized and submitted to the Lindenwood University Institutional Review Board and was approved prior to any data collection. Participants who were faculty members, including teachers, counselors, and administrators were then recruited during a monthly faculty meeting, where the

researcher briefly explained the research study and their potential for participation. The teachers, counselors, and administrators were also sent an email explaining the study, along with the survey research consent form (Appendix A), with the survey link for them to opt to participate or not. The surveys created for teachers, counselors, and administrators were distributed by the researcher using a hyperlink from the online *Survey Monkey* website. Teachers were provided with a unique hyperlink for the teacher survey (Appendix C). Administrators were provided a unique hyperlink for the administration survey (Appendix D), and counselors were provided a unique hyperlink for the counselor survey (Appendix E). At the end of the survey for counselors and administrators, the researcher asked if they would be willing to participate in one-on-one individual interviews; and if so, asked them to provide their contact information. The participants who provided their contact interview were followed up with by the researcher to schedule an individual interview. There were three out of six counselors and three out of six administrators who were willing and participated in individual interviews.

**Likert scale surveys.** Each of the unique surveys offered to teachers, counselors, and administrators were Likert scale surveys. The respondents answered on a 1 to 7 scale, ranging from 1-strongly disagree to 7-strongly agree, to 20 different statements pertaining to ESL education and their perspectives specific to their positions. The surveys did not require personal information, such as name or email; therefore, the responses were completely anonymous.

**ACCESS scores.** Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs) was a “secure large-scale English language proficiency assessments administered to kindergarten through

twelfth grade students who have been identified as English language learners (ELLs)” (WIDA Consortium, 2017a, p. 9). The researcher collected secondary data ACCESS testing scores to evaluate the then-current ESL program in place at the Midwest public school district in the study. The ACCESS scores were collected from then-current ESL students receiving ESL services within the district across multiple buildings. All scores used were from students receiving the same services with buildings that offered the same secondary classroom placement models across the district. The scores were collected and then tested for differences in the areas of Reading, Writing, Listening, and Speaking, as well as differences in Oral Language, Literacy, and Comprehension. The scores were placed in tiers, A, B, and C and the scores ranged from 1 to 6 in each tier. For the purpose of analysis, the scores were converted to a 1 to 18 scale, with 1 to 6 being in Tier A, 7 to 12 in Tier B, and 13 to 18 in Tier C. The differences were evaluated using the quantitative analysis tool, the ANOVA test.

### **Participants in Qualitative Study**

For the duration of the study, all participants were faculty members of the Midwest Public School District, located in Missouri. All participants in the study were provided a Survey Research Consent Form that explained the study, risks with participation in the study, and the confidentiality that would be kept with their responses, along with their ability to withdraw from the study at any time. The Survey Research Consent Form used by the researcher was designed by Lindenwood University (Appendix A).

The researcher used qualitative data collected through participants’ participation in interviews and a focus group. There were two separate one-on-one interview groups

for counselors and administrators who had questions unique to their interactions and participation in the ESL classroom placement model and ESL education within the district. Three of the six administrators participated in individual interviews with the researcher. Three of the six counselors also participated in individual interviews with the researcher. Finally, of the 123 teachers, six participated in a focus group held before school. Participants volunteered to participate in either the focus group (teachers) or individual interviews (administrators and counselors) by providing their email and contact information at the end of the survey, stating they wished to participate. These individuals shared their perspective of the then-current ESL classroom placement model through open ended questions.

### **Research Questions**

In addressing the then-current classroom placement for ESL students in a Midwest public school, the researcher found that an in-depth investigation through open-ended questions would reveal more information on teachers', administrators', and counselors' perspectives of the program, as well as their beliefs on how the then-current program could be changed. Given each of these groups worked directly with ESL students, their observations provided valid criticisms and could be used to improve the program district-wide.

**Research Question 1:** What are teacher perceptions regarding the appropriateness of the current classroom placement for English Second Language students?

**Research Question 2:** How, if at all, do the teachers believe the current classroom placement for English Second Language students be changed?

**Research Question 3:** What are administrator perceptions regarding the appropriateness of the current classroom placement for English Second Language students?

**Research Question 4:** What are counselor perceptions regarding the appropriateness of the current classroom placement for English Second Language students?

**Interviews with counselors and administrators.** Counselors and administrators who provided their contact information were contacted individually to schedule a one-on-one interview with the researcher either before or after school hours. The researcher recorded the interviews using a laptop and then placed the saved recording in a password-protected file storage system. The Counselor Interview (Appendix H) consisted of nine open-ended questions pertaining to the then-current ESL classroom placement model. The Administrator Interview (Appendix I) consisted of 10 open-ended questions pertaining to the then-current ESL classroom placement model. The purpose of the interviews was to collect qualitative data to gain a deeper understanding of counselor and administrator perceptions of the positive and negative features of the then-current program. The researcher manually transcribed the responses recorded for each of the counselors and administrators who participated in the individual interviews (Appendix J-O).

**Focus group.** Teachers who provided their contact information were contacted individually to remind them of the focus group time and date, two times by email, before the focus group met. The researcher recorded the focus group discussion using a laptop and then placed the saved recording in a password-protected file storage system. The

Focus Group Questions (Appendix P) consisted of nine open-ended questions. Prior to opening the focus group discussion, the researcher again reassured all teachers who were participating that their names and responses would be kept confidential and all responses would be recorded and kept under a password-protected file system that only the researcher could access. The purpose of the focus group was to gather teachers together to initiate a discussion to gain a deeper insight to teacher perspectives on the then-current ESL classroom placement model used in the district of study. The focus group met one time before school began for 30 minutes, to go over the nine Focus Group Questions (Appendix P).

### **Threat to Validity**

Teachers, counselors, and administrators participated in the study voluntarily, and they were assured their responses would remain anonymous. However, there still was a question of validity if any of the participants felt uncomfortable sharing their true opinions, due fear of what the responses may show about the district or themselves. The study was limited, due to a small number of participants of teachers, counselors, and administrators from one building in the district of study; therefore, the sample size of participants in surveys, focus groups, and interviews did not reflect the whole population of teachers, counselors, and administrators within the district at the secondary level. Finally, the student ACCESS scores used did not consist of all student scores for the entire district at the secondary level; therefore, results do not represent the scores of everyone, which is a threat to validity.

**Summary**

The researcher conducted a mixed methods case study evaluating the then-current ESL classroom placement at the secondary level in one Midwest school district. Of the 123 teachers contacted to participate in a Likert scale survey, 34 participated, and of the 34 that participated in the survey, six expressed an interest to participate in a focus group. Six counselors were contacted to participate in the Likert scale counselor survey and five completed the survey. Of the five who completed the survey, three expressed an interest to participate in an individual interview. Six administrators were contacted to participate in the Likert scale counselor survey and five completed the survey. Of the five who completed the survey, three expressed an interest to participate in an individual interview. Participants responded to questions targeting the then-current ESL program at the district of study. Teachers, counselors, and administrators were asked questions in the Likert scale surveys that were either identical or similar in order, to be worded in alignment with their position. The researcher quantitatively evaluated responses using the ANOVA test for the three groups, seeking possibly differences in perceptions of the program based on the null hypotheses. The researcher also evaluated the secondary data quantitatively seeking possible differences in sub score areas, using the ANOVA test on the ACCESS test scores for students then-currently receiving ESL services at the time of study. Qualitatively, the researcher gathered data through focus groups and interviews, seeking common themes in responses from teachers, counselors, and administrators.

The overall goal of this mixed-method research case study was to identify common themes and seek possible differences in perceptions of the then-current ESL classroom placement model used at the school district of study. Surveying and gathering

secondary data allowed the researcher to evaluate the then-current program through perspectives of teachers, counselors, and administrators, as well as through English fluency testing data scores. Individual interviews and focus groups allowed the researcher to dive deeper into teachers, counselors, and administrators' opinions seeking their beliefs of strengths and weaknesses of the then-current classroom placement model. The data gathered both qualitatively and quantitatively would provide the district with information to potentially improve the then-current classroom placement for ESL learners, within the Midwest Public School District. Results of the *ANOVA* test of surveys and ACCESS English fluency scores, as well as themes of qualitative data from the focus group and individual interviews, are outlined in detail in Chapter Four.



## **Chapter Four: Analysis**

### **Purpose of Study**

The purpose of this study was to evaluate the then-current classroom placement model for ESL students at the secondary level in a Midwest public school district. The researcher evaluated the model through looking at testing scores, looking for potential differences in sub scores, and looking for potential differences or common themes of perceptions of teachers, counselors, and administrators, in regards to the then-current model through surveys, interviews, and a focus group. In Chapter Four, the researcher reviewed the data collected during the study and results, which were evaluated using a mixed method approach of both qualitative and quantitative data from teachers, counselors, and administrators at Midwest Public High School, as well as testing scores collected from secondary students who were, at the time of the study, receiving ESL services within the Midwest Public School District.

### **Explanation of Quantitative Data Collected**

The quantitative data in the study investigated several different areas for potential differences, using the ANOVA test. First, a difference in teacher, counselor, and administrator perspectives on whether classroom placements of ESL students were appropriate was investigated, through survey data from four different questions on the survey using the ANOVA test. The ANOVA allowed the researcher to look at the three different groups, teachers, counselors, and administrators, and seek potential differences in perspectives. Second, a difference in teacher, counselor, and administrator perspectives regarding the need for additional training and professional development to best meet the needs of ESL students was investigated using the ANOVA test. This data for both of the

hypotheses were collected using three different surveys, unique to teachers, counselors, and administrators; however, each of the surveys consisted of either identical or similar questions related to their positions, so the researcher was able to investigate potential differences in perspectives. All participants completed the survey voluntarily within one month of the survey being sent out to all staff within the building, which provided the setting for the case study.

In addition to the qualitative data collected from the survey, the researcher also collected secondary quantitative ACCESS assessment data generated by the students within the school of study. The ACCESS assessment was given nationwide to assess ESL students' English abilities. The data collected were analyzed to investigate a possible difference in the students' improvements in their Listening, Speaking, Reading, and Writing sub scores as measured by the ACCESS assessment, as well as a possible difference in students' improvements in their Oral Language, Literacy, and Comprehension sub scores, as measured by the ACCESS assessment. The assessment data were collected for 45 students in the Midwest Public School District, at the secondary level, who received ESL Services.

### **Null Hypotheses**

**Null Hypothesis 1:** There are no differences among perceptions of administrators, counselors, and teachers regarding whether classroom placements of ESL students are appropriate.

**Null Hypothesis 2:** There are no differences among perceptions of administrators, counselors, and teachers regarding the need for additional training and professional development to best meet the needs of ESL students.

**Null Hypothesis 3:** There is no difference in students' improvements in their Listening, Speaking, Reading, and Writing sub scores as measured by the ACCESS assessment.

**Null Hypothesis 4:** There is no difference in students' improvements in their Oral Language, Literacy, and Comprehension sub scores as measured by the ACCESS assessment.

### **Results and Analysis of Quantitative Data**

Table 2 represents the data collected from the survey sent to teachers at one secondary school in the Midwest Public School District of study. By looking at Table 2 one can gain insight into the perceptions of the teachers who participated in the survey regarding the current ESOL classroom placement at the district of study.

Table 3 represents the data collected from the survey sent to counselors at one secondary school in the Midwest Public School District of study. The reader can gain insight into the perceptions of the counselors who participated in the survey regarding the current ESOL classroom placement at the district of study.

Table 4 represents the data collected from the survey sent to administrators at one secondary school in the Midwest Public School District of study. By looking at Table 4 the reader can gain insight into the perceptions of the administrators who participated in the survey regarding the current ESOL classroom placement at the district of study.

Table 2

*Survey for Teachers Summary*

Survey Statement	1- Strongly Disagree	2	3	4	5	6	7- Strongly Agree
I feel knowledgeable about the current ESOL instructional model.	11.67%	17.65%	20.59%	17.65%	14.71%	14.71%	2.78%
I feel confident I know where to locate information about the ESOL program.	8.83%	14.71%	5.88%	2.78%	20.59%	5.88%	41.18%
The accommodations I make in class increase student growth.	0%	0%	11.67%	17.65%	26.47%	23.53%	20.59%
ESOL students are prepared for my course when they are placed in it.	2.78%	8.83%	20.59%	29.41%	26.47%	11.67%	0%
I am open minded to professional development for new ways to improve instruction for ESOL students if I feel I am not meeting students' needs.	0%	0%	0%	0%	11.67%	29.41%	58.82%
I know how to appropriately accommodate for ESOL students.	2.78%	11.67%	14.71%	23.53%	29.41%	2.78%	14.71%
I believe ESOL students need to complete the same 24 credit hour requirement as traditional students in order to graduate.	0%	2.78%	14.71%	14.71%	20.59%	23.53%	23.53%
The current ESOL program model supports students in order for them to be successful in my classroom.	0%	0%	20.59%	20.59%	26.47%	14.71%	17.65%
I am adequately trained for ESOL students to be my classroom.	17.65%	20.59%	20.59%	20.59%	8.83%	5.88%	5.88%
ELL learner plans that individualize the accommodations and modifications for ESOL students help me to better instruct them.	0%	2.78%	8.83%	20.59%	17.65%	29.41%	20.59%

I feel more professional development on ESOL students would be useful for me and would improve ESOL instruction in my classroom.	0%	0%	5.88%	8.83%	14.71%	35.29%	35.29%
I am knowledgeable of ESOL specific instructional practices.	11.67%	17.65%	23.53%	11.67%	23.53%	8.83%	2.78%
I see ESOL students become overwhelmed with the workload of my class.	5.88%	8.83%	17.65%	20.59%	29.41%	14.71%	2.78%
I feel I am made aware of enrollment decisions pertaining to my class made for ESOL students.	41.18%	26.47%	8.83%	8.83%	11.67%	2.78%	0%
Collaboration with current ESOL instructor is meaningful.	0%	0%	0%	5.88%	8.83%	32.35%	52.94%
Resources, such as books, for my class provide accommodations for ESOL students.	23.53%	14.71%	8.83%	17.65%	20.59%	8.83%	5.88%
I know how to use translation tools in my classroom to help ESOL students understand.	38.24%	8.83%	17.65%	8.83%	11.67%	8.83%	5.88%
ESOL students struggle in my class more than most.	5.88%	14.71%	14.71%	44.18%	11.67%	5.88%	2.78%
Meeting curriculum standards are possible for ESOL students.	0%	0%	8.83%	14.71%	29.41%	23.53%	23.53%
I understand how an ESOL student qualifies for services.	26.47%	29.41%	14.71%	14.71%	8.83%	0%	5.88%

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Table 3

*Survey for Counselors Summary*

Survey Statement	1- Strongly Disagree	2	3	4	5	6	7- Strongly Agree
I feel knowledgeable about the current ESOL instructional model.	0%	20%	20%	0%	40%	20%	0%
I feel confident I know where to locate information about the ESOL program.	20%	0%	0%	20%	0%	20%	40%
I feel I need more professional development on ESOL learning and working with students.	0%	40%	0%	0%	40%	20%	0%
ESOL students are prepared for the courses they are placed in.	0%	0%	40%	40%	0%	0%	20%
I am knowledgeable regarding the quality of previous education of all ESOL students we receive to appropriately place them.	20%	20%	40%	0%	20%	0%	0%
Our school appropriately accommodates for ESOL students.	0%	0%	20%	0%	40%	40%	0%
I believe ESOL students need to complete the same 24 credit hour requirement as traditional students in order to graduate.	20%	0%	20%	0%	20%	20%	20%
ESOL students are supported in order for them to be successful in school.	0%	0%	20%	40%	0%	20%	20%
All staff are adequately trained for ESOL students to be in their classrooms.	40%	20%	20%	0%	20%	0%	0%
I understand transcripts and equivalent courses from other countries in order to properly place students.	0%	20%	20%	20%	40%	0%	0%
I feel more professional development on ESOL students would be useful for staff and would improve ESOL instruction.	0%	0%	0%	0%	40%	20%	40%

I understand transcripts and equivalent courses from other countries in order to properly allocate credit to students.	20%	20%	0%	20%	20%	20%	0%
I feel our district is equivalently accommodating for ESOL learner needs compared to districts of similar size within the state.	0%	20%	0%	60%	20%	0%	0%
I know what courses to place ESOL students in when they arrive from another country.	20%	20%	0%	20%	20%	20%	0%
The school has resources where ESOL students can go when they have questions.	0%	0%	0%	0%	20%	40%	40%
I feel our district is equivalently accommodating for ESOL learner needs compared to districts of similar size within the nation.	0%	20%	0%	20%	40%	20%	0%
I often find it difficult to find an appropriate classroom placement for ESOL students.	20%	20%	40%	0%	0%	20%	0%
When placing ESOL students, I take into consideration teaching styles in order for the ESOL student to be successful.	0%	0%	0%	0%	20%	40%	40%
I feel the identification tool for ESOL students identifies all ESOL students.	0%	0%	0%	20%	20%	60%	0%
FZW has sufficient classroom placement options for ESOL students.	0%	20%	20%	20%	40%	0%	0%

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Table 4

*Survey for Administrators Summary*

Survey Statement	1- Strongly Disagree	2	3	4	5	6	7- Strongly Agree
I feel knowledgeable about the current ESOL instructional model.	0%	0%	40%	0%	40%	20%	0%
I feel confident I know where to locate information about the ESOL program.	20%	0%	20%	0%	0%	0%	40%
I understand how an ESOL student qualifies for services.	20%	0%	20%	0%	60%	0%	0%
ESOL students are prepared for the courses they are placed in.	0%	20%	40%	40%	0%	0%	0%
I am open minded to professional development for new ways to improve instruction for ESOL students if I feel students' needs are not being met.	0%	0%	0%	0%	40%	20%	40%
Our school appropriately accommodates for ESOL students.	0%	0%	0%	0%	40%	40%	20%
I believe ESOL students need to complete the same 24 credit hour requirement as traditional students in order to graduate.	0%	0%	0%	0%	20%	0%	80%
ESOL students are supported in order for them to be successful in school.	0%	0%	0%	20%	40%	20%	20%
All teachers are adequately trained for ESOL students to be in their classroom.	40%	40%	20%	0%	0%	0%	0%
ELL learner plans that individualize the accommodations and modifications for ESOL students receive help classroom teachers.	0%	20%	0%	60%	20%	0%	0%
I feel more professional development on ESOL students would be useful for staff and would improve ESOL instruction.	0%	0%	0%	40%	0%	20%	40%
I am aware of the process for an ESOL student to exit services.	60%	0%	0%	0%	20%	0%	20%



I understand transcripts and equivalent courses from other countries in order to properly allocate credit to students.	60%	0%	0%	0%	0%	20%	20%
FZW had sufficient classroom placement options for ESOL students.	0%	0%	20%	40%	20%	0%	20%
The school has resources where ESOL students can go when they have questions.	0%	0%	0%	20%	40%	20%	20%
There is a procedure for counselors to determine which courses to place ESOL students in so the placement is appropriate.	20%	0%	0%	20%	0%	0%	60%
All counselors are adequately trained to place students in appropriate courses.	0%	0%	20%	40%	20%	20%	0%
I feel our district is equivalently accommodating for ESOL learner needs compared to districts of similar size.	0%	20%	20%	40%	20%	0%	0%
I feel our district is equivalently accommodating for ESOL learner needs compared to districts of similar size within the nation.	0%	40%	0%	60%	0%	0%	0%
I feel I need more professional development on working with ESOL students.	0%	0%	0%	40%	20%	20%	20%

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**Null Hypothesis 1:** There are no differences among perceptions of administrators, counselors, and teachers regarding whether classroom placements of ESL students are appropriate.

### **Classroom Placement**

To begin examination of perceptions of administrators, counselors, and teachers regarding whether classroom placements of ESL students were appropriate, the researcher applied an ANOVA test.

Table 5

*Question 4: Results for teachers, counselors and administrators  
ANOVA Table Describing Perceptions of Counselors, Administrators and Teachers*

<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	3.3385027	2	1.6693	1.028	0.3667	3.226
Within Groups	66.570588	41	1.62367			
Total	69.909091	43				

In order to determine whether there was a difference, the researcher conducted an ANOVA comparing teachers', counselors', and administrators' perceptions. The *p*-value of the ANOVA test for question number 4 for teachers, counselors and administrators was 0.3667, which was higher than 0.05, which allowed the researcher to fail to reject the null hypothesis. This allowed the researcher to determine there was no difference in teachers', counselors', and administrators' perceptions, regarding whether classroom placement of ESL students were appropriate. The ANOVA, Table 5 shows these results.

Table 6

*Question 6: Results for teachers, counselors and administrators*  
*ANOVA Table Describing Perceptions of Counselors, Administrators and Teachers*

<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	10.554278	2	5.2771	2.296	0.1135	3.226
Within Groups	94.241176	41	2.29857			
Total	104.79545	43				

In order to determine whether there was a difference, the researcher conducted an ANOVA comparing teachers', counselors', and administrators' perceptions. Table 6 shows the *p*-value of the ANOVA test for question number 6 for teachers, counselors and administrators was 0.1135, which was higher than 0.05, which allowed the researcher to fail to reject the null hypothesis. This allowed the researcher to determine there was no difference in teachers', counselors', and administrators' perceptions regarding whether classroom placement of ESL students were appropriate. The ANOVA, Table 6 shows these results.

Table 7

*Question 7: Results for teachers, counselors and administrators*  
*ANOVA Table Describing Perceptions of Counselors, Administrators and Teachers*

<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	12.908824	2	6.4544	2.664	0.0817	3.226
Within Groups	99.341176	41	2.42296			
Total	112.25	43				

In order to determine whether there was a difference, the researcher conducted an ANOVA comparing teachers', counselors', and administrators' perceptions. Table 7 shows the *p*-value of the ANOVA test for question number 7 for teachers, counselors and administrators was 0.0817, which was higher than 0.05, which allowed the researcher to fail to reject the null hypothesis. However, it can be noted given that the *p*-value is less

than .10, that there is a moderate difference in perceptions on this question in teachers', counselors', and administrators' perceptions, regarding whether classroom placement of ESL students are appropriate. In examining the mean scores from the ANOVA test, it was revealed that the mean score for Group 2 (administrators) ( $M=6.6$ ,  $SD=.2669521$ ) was higher than Group 3 (counselors) ( $M=4.4$ ,  $SD=0.2669521$ ), and Group 2 was also higher than Group 1 (teachers) ( $M=5.176$ ,  $SD=.2669521$ ). The question asked if ESL students should have to complete the 24-credit requirement in Missouri, like all other students. The ANOVA, Table 7 shows these results.

Table 8

*Question 8: Results for teachers, counselors and administrators*  
*ANOVA Table Describing Perceptions of Counselors, Administrators and Teachers*

<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	1.2660428	2	0.6330	0.326	0.7234	3.226
Within Groups	79.529412	41	1.93974			
Total	80.795455	43				

In order to determine whether there was a difference, the researcher conducted an ANOVA comparing teachers', counselors', and administrators' perceptions. Table 8 shows the  $p$ -value of the ANOVA test for question number 8 for teachers, counselors and administrators was 0.7234, which was higher than 0.05, which allowed the researcher to fail to reject the null hypothesis. This allowed the researcher to determine there was no difference in teachers', counselors', and administrators' perceptions regarding whether classroom placement of ESL students were appropriate. The ANOVA, Table 8 shows these results.

**Null Hypothesis 2:** There are no differences among perceptions of administrators, counselors, and teachers regarding the need for additional training and professional development to best meet the needs of ESL students.

### **Training and Professional Development**

To begin examination of perceptions of administrators, counselors, and teachers regarding the need for additional training and professional development to best meet the needs of ESL students, the researcher applied an ANOVA test.

Table 9

*Question 5(teachers, admin) question 3(counselors): Results  
ANOVA Table Describing Perceptions of Counselors, Administrators and Teachers*

<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	26.71123	2	13.3556	15.885	0.0000	3.226
Within Groups	34.47058	41	0.84075			
Total	61.18181	43				

In order to determine whether there was a difference, the researcher conducted an ANOVA comparing teachers', counselors', and administrators' perceptions. Table 9 shows that the  $p$ -value of the ANOVA test for question number 5 for teachers and administrators and question number 3 for counselors was  $p < 0.0001$ , which was lower than 0.05 which allowed the researcher to reject the null hypothesis. This allowed the researcher to determine there was a difference among perceptions of administrators, counselors, and teachers regarding the need for additional training and professional development to best meet the needs of ESL students. Table 9 shows these results. A Tukey test was used to determine where exactly the differences in the data were. The Tukey test indicated that the mean score for Group 3 (counselors) ( $M=4$ ,  $SD=.1572508$ ) was significantly lower than Group 1 (teachers) ( $M=6.4705882$ ,  $SD=.1572508$ ) and Group 2 (administrators) ( $M=6$ ,  $SD=.1572508$ ).

Table 10

*Question 9: Results for teachers, counselors and administrators*  
*ANOVA Table Describing Perceptions of Counselors, Administrators and Teachers*

<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	10.85962	2	5.4298	1.986	0.1503	3.226
Within Groups	112.1176	41	2.73458			
Total	122.9772	43				

In order to determine whether there was a difference, the researcher conducted an ANOVA comparing teachers', counselors', and administrators' perceptions. Table 10 shows the  $p$ -value of the ANOVA test for question number 9 for teachers, administrators and counselors was  $p=0.1503$ , which was higher than 0.05 which allowed the researcher to fail to reject the null hypothesis. This allowed the researcher to determine there was not was a difference among perceptions of administrators, counselors, and teachers regarding the need for additional training and professional development to best meet the needs of ESL students. Table 10 shows these results.

Table 11

*Question 11: Results for teachers, counselors and administrators*  
*ANOVA Table Describing Perceptions of Counselors, Administrators and Teachers*

<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	0.42165	2	0.2108	0.145	0.8652	3.226
Within Groups	59.4647	41	1.45036			
Total	59.8863	43				

In order to determine whether there was a difference, the researcher conducted an ANOVA comparing teachers', counselors', and administrators' perceptions. Table 11 shows the  $p$ -value of the ANOVA test for question number 11 for teachers, administrators, and counselors was  $p=0.8652$ , which was higher than 0.05, which allowed the researcher to fail to reject the null hypothesis. This allowed the researcher to determine there was not a difference among perceptions of administrators, counselors,

and teachers regarding the need for additional training and professional development to best meet the needs of ESL students. Table 11 shows these results.

**Null Hypothesis 3:** There is no difference in students’ improvements in their Listening, Speaking, Reading and Writing subscores as measured by the ACCESS assessment.

**ACCESS Assessment Listening, Speaking, Reading, and Writing Subscores**

To begin examination of students’ improvements in their Listening, Speaking, Reading, and Writing subscores, as measured by the ACCESS, the researcher applied an ANOVA test.

Table 12

*ANOVA Table Listening, Speaking, Reading and Writing Scores*

<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	42.65	3	14.2167	0.438	0.7264	2.656
Within Groups	5717.82	176	32.4876			
Total	5760.47	179				

In order to determine whether there was a difference, the researcher conducted an ANOVA comparing students’ improvements in their Listening, Speaking, Reading, and Writing subscores, as measured by the ACCESS assessment. Table 12 shows the *p*-value of the ANOVA test for students’ improvements in their Listening, Speaking, Reading, and Writing subscores, as measured by the ACCESS assessment, was *p*=0.7264, which was significantly higher than 0.05, which allowed the researcher to fail to reject the null hypothesis. This allowed the researcher to determine there not was a difference among students’ improvements in their Listening, Speaking, Reading, and Writing subscores, as measured by the ACCESS assessment. Table 12 shows these results.

**Null Hypothesis 4:** There is no difference in students' improvements in their Oral Language, Literacy, and Comprehension subscores as measured by the ACCESS assessment.

#### **ACCESS Assessment Oral Language, Literacy, Comprehension Subscores**

To begin examination of students' improvements in their Oral Language, Literacy, and Comprehension subscores, as measured by the ACCESS, the researcher applied an ANOVA test.

Table 13

*ANOVA Table Oral Language, Literacy and Comprehension*

<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	3.86681	2	1.9334	0.058	0.9433	3.065
Within Groups	4368.15	132	33.0920			
Total	4372.01	134				

In order to determine whether there was a difference, the researcher conducted an ANOVA comparing students' improvements in their Oral Language, Literacy, and Comprehension sub scores, as measured by the ACCESS assessment. Table 13 shows the *p*-value of the ANOVA test for students' improvements in their Oral Language, Literacy, and Comprehension sub scores, as measured by the ACCESS assessment was  $p=0.9433$ , which was significantly higher than 0.05, which allowed the researcher to fail to reject the null hypothesis. This allowed the researcher to determine there not was a difference among students' improvements in their Oral Language, Literacy, and Comprehension sub scores, as measured by the ACCESS assessment. Table 13 shows these results.



### **Explanation of Qualitative Data Collected**

The qualitative data collected during the study investigated the perceptions of teachers, counselors and administrators regarding the appropriateness of the then-current classroom placement for ESL students. These data were collected from counselors and administrators through individual interviews of three counselors and three administrators, who were working in the school of study at the time the study was conducted. These data were collected from teachers through a teacher focus group, which consisted of six teachers, who met for the focus group for 30 minutes one morning before school. Some questions in the interviews and focus group were open-ended and broad, while some of the questions were more specific in nature. All participants in the qualitative part of the study were voluntary. The researcher coded the responses and looked for common themes throughout the interviews and focus group.

### **Research Questions**

**Research Question 1:** What are teacher perceptions regarding the appropriateness of the current classroom placement for English Second Language students?

**Research Question 2:** How, if at all, do the teachers believe the current classroom placement for English Second Language students be changed?

**Research Question 3:** What are administrator perceptions regarding the appropriateness of the current classroom placement for English Second Language students?

**Research Question 4:** What are counselor perceptions regarding the appropriateness of the current classroom placement for English Second Language students?

## **Results and Analysis of Qualitative Data**

### **Personal Interview for Counselors**

**Research Question 4:** What are counselor perceptions regarding the appropriateness of the current classroom placement for English Second Language students?

The personal interviews with counselors were conducted one-on-one, after an interest in participating was expressed through the survey sent out. The counselor interview consisted of eight open-ended questions. The personal interviews with counselors were grouped into common themes, questions 4 and 5 were related to procedures, questions 1, 2, and 3 were related to adult skills and knowledge, and questions 6, 7, and 8 were related to meeting students' needs.

For the first theme, procedures, counselors interviewed unanimously stated they felt supported by the ESOL teacher during the enrollment process, if the ESOL teacher was in the building. Participant 3 noted, "When the ESOL teacher is not here all day it can be hard." The counselors stated that they felt as though there was a system in place for ESOL enrollments; however, it also needed to be individualized based on the student and family need at times. Participant 2 remarked, "Our registrar does a great job letting us know if we have an ESOL student coming and before they arrive try to have our ESOL teacher present or another language teacher present to translate if needed."

The second theme, adult skills and knowledge, counselors interviewed mentioned the ESOL teacher was involved in the enrollment process to best place students, but sometimes it was trial and error and they needed to change the students' schedules, due to improper placement. In circumstances where students needed to be moved, they believed it was difficult on them and made it more challenging for them to adapt. Participant 3 stated, "If it is not the right placement we can move them, but there is not a lot of options because of the graduation requirements." Counselors noted that the program could be improved by having more course offerings and having more knowledge and background on students' education could help better place them. All counselors interviewed unanimously agreed that professional development was needed for teachers to help them work better with ESOL students. Participant 3 stated, "Teachers need to know how to work with ESOL students better. Some teachers are good at accommodating and I think other teachers just let them pass because they think it's the right thing to do and because they feel sorry." Participant 2 stated, "Teaching teachers strategies for overcoming the language barrier would be helpful."

The third theme, meeting students' needs, counselors interviewed noted that if students were struggling to be understood or understand them, that they were to get an interpreter who was either a teacher or a student. All counselors also shared the belief that instructional styles could influence how successful an ESOL student could be in his/her classes. Participant 1 stated, "I do make decisions on who I think would go the extra mile to help that kid and who will use the resources available to help that kid." Counselors noted they needed to be careful with placement of ESOL students to not overload specific teachers. Counselors stated they were not involved in the accommodation process, but

they agreed that extra time and any appropriate accommodations that would provide them access to education should be used.

### **Personal Interview for Administrators**

**Research Question 3:** What are administrator perceptions regarding the appropriateness of the current classroom placement for English Second Language students?

The personal interviews were conducted one-on-one, after an interest in participating was expressed through the survey sent out. The administrator interview consisted of ten open-ended questions. The personal interviews with administrators' interview questions were grouped into common themes; questions 1 and 4 were related to adult knowledge and skills, questions 2, 3, 5, 6, 7, and 8 were related to meeting students' needs, and questions 9 and 10 were related to diversity and student support.

For the first theme, adult knowledge and skills, administrators interviewed had an overall general understanding of the then-current ESL student classroom placement model, but did not have a full understanding of the entire process. They were not all in complete agreement when it came to the appropriateness of the model for all ESOL students in the program; however, they were in complete agreement that there could be more done to better meet the needs of all ESOL students. Participant 1 commented, "I think it takes care of the needs of most of our kids, but there are still others that could use more service." Participant 2 commented, "It is appropriate for what we try to do, but we definitely need more in place." Administrators were unanimous in their belief that more professional development was needed for teachers, counselors, and administrators. They stated that they had not had any formal training or in-service in working with ESL

students, and there was a need for this to better understand and assist this population. Participant 1 remarked, “I think there are a lot of individuals that do not know what the program is or don’t know what the program can offer,” and participant 3 remarked, “If teachers got some training it would be nice if they had training because it is just going to get to be we are having more and more students that have those needs and so we are behind the curve on that for sure.”

With the second theme, meeting students’ needs, administrators interviewed agreed that the program should be made better, and they were unanimous in their belief that more contact with ESOL teachers and help during the day would make the program better. Participant 2 stated, “There is only one of you and there’s many of them and they’re all different languages and I think it’s difficult for our teachers to know how to meet their needs.” Administrators did not have a concise answer for the best procedure when an ESOL student entered from another country, lacked formal education and had deficits to meet the curriculum for their age. Participant 3 remarked, “We also have graduation requirements so it is a balance of doing what is best for the kid and meeting our graduation requirements.” The administrators were not in agreement on whether ESOL students should be required to meet the same graduation requirement as all other students in Missouri; however, all agreed that the timeline should be extended if needed.

When communicating with ESOL students who were not understanding, administrators agreed that they all relied on interpreters to communicate with students. They noted that lack of understanding in English would not prevent them from addressing a student if needed, they would find the resources. The administrators also agreed that the classroom instruction that they believed worked best for ESOL students

was small group when it could happen. Participant 3 noted, “Meeting students in their language can also be helpful and remembering a student doesn’t have to speak English to pass your class so being flexible and providing resources to them.” They also spoke to the evolution of the program stating that it had grown over the years because of necessity. Participant 2 stated, “I’ve seen more open mindedness and a want to help these students more,” and participant 3 stated, “The expectations are high, but I think we have begun to provide supports for the students.”

For the last theme addressed, diversity and student support, administrators interviewed noted there was a club, Cultures in Action, that strived to highlight students and different cultures each month in their meetings and through events around the school. Participant 2 noted, “We are sitting in a rural suburb and our population is what it is and we have a white suburban culture.” All administrators believed that the school did not support community involvement of all ethnicities, and it was an area that they should have been more inclusive with, than they were. Participant 1 stated, “That’s probably an area of weakness for me, I mean I try to take care of my school but I don’t spend a lot of extra time trying to make sure the community at large.”

### **Focus Group for Teachers**

**Research Question 1:** What are teacher perceptions regarding the appropriateness of the current classroom placement for English Second Language students?

**Research Question 2:** How, if at all, do the teachers believe the current classroom placement for English Second Language students be changed?

The focus group was conducted with the researcher as the leader and the seven different teacher participants, after their interest in participating was expressed through the survey. The focus group consisted of nine different questions, was conducted prior to school, and lasted 35 minutes in total. The focus group questions were grouped into common themes, questions 1, 3, and 4 were related to adult knowledge and skills, questions 2, 6, and 9 were related to meeting students' needs, and questions 5, 7, and 8 were related to student support.

For the first theme, adult knowledge and skills, teachers in the focus group were not fully aware of what the ESL program was, and that the then-current model did not provide what the ESL students needed. Participant 6 stated, "I don't believe that the model here is aligned well with our students' needs here at West." In addition, teachers expressed that they needed professional development, because they had never previously had professional development on working with ESL students. They expressed they lacked the knowledge to properly modify and accommodate for ESL students in their classrooms and professional development would be needed to improve their skills in working with ESL students. Participant 1 stated, "Actual professional development would help, I mean right now we have nothing." Teachers also stated that being more knowledgeable about the students' educational and cultural background would also better help them in working with the ESL students in their classrooms. Teachers stated they were unaware of the difficulties ESL students faced. Participant 2 stated, "I was unaware what difficulty some students from certain parts of the world struggled even writing English characters." A more thorough understanding of students' cultural background and linguistic makeup would help students understand the difficulties they faced. The only support teachers said

they felt was directly from the ESL teacher within the building. They felt that the district, as a whole, was not interested in supporting them in working with ESL students.

With the second theme, meeting students' needs, teachers agreed that more structure and courses that provided more support from an individual that specialized in working with ESL students would help meet students' needs. Participant 5 stated, "I think having a class similar to a co-taught class would be better for students." When it came to supporting ESL students who were placed in teachers' classrooms, they expressed that they used technology as a resource and textbook resources, and they stated they used students who spoke other student's language to assist. Participant 1 stated, "I think when we are lucky we have a student that is an ELL student but also another ELL or another student in the class that speaks another language that can help with communication in the courses." Finally, teachers expressed that they struggled in modifying the curriculum to meet the students' needs and make it meaningful. Obtaining high schools credits and the validity of those credits was also discussed. Some teachers stated they felt that it seemed like it was always too difficult or too easy for students. Participant 1 stated, "It's hard to say that they should get a high school credit for what they do."

The last theme, student support, revealed that teachers had mixed feelings regarding the effectiveness of the English Language Learner Plans, which provided the teachers with then-current English level and accommodations and modifications that were appropriate for each student. In regards to the ELL plans, participant 3 stated, "I know what to expect and what the student's English level is and what they are capable of helps me understand more. It is super helpful." While participant 5 stated, "I think the learner plans are ok--it is too easy to forget what they are, to take time to refer back to



them.” Teachers did agree that, when it came to style of instruction, one-on-one was the best instructional model for ESL students in their courses. Participant 5 stated, “Students when they first get here need you to be by them the entire time.” Then participant 1 followed up by saying, “Yes, that’s why I think having a separate building or program for those new kids until they’re ready to graduate out of the program would be best.”

Teachers felt they lacked the basics to truly understand the material and focusing more on language development and then focusing on curriculum at their age level would be helpful. Finally, teachers expressed that the students’ readiness to be placed in their courses was dependent on their educational backgrounds and the language barriers they had experienced. Participant 3 stated, “Depends on the severity of the barrier, I’ve had kids that they were technically in your course but they’re rock stars.” However, teachers expressed that no matter their level, they were all placed in the same courses. It was just the system in place.

### **Summary**

The researcher sent the surveys out to 123 teachers, six counselors, and six administrators from the Midwest district of study. The surveys provided one piece of the quantitative data for the study to analyze using descriptive statistics to test hypotheses one and two. The researcher used the ANOVA test to seek possible differences in perceptions of teachers, counselors and administrators of the then-current ESL classroom placement model. If differences were found, the researcher conducted a Tukey test to see where those differences were present.

The researcher evaluated Null Hypothesis 1 through analyzing the survey responses to questions 4, 6, 7, and 8 to evaluate perceptions of program appropriateness

of counselors, teachers, and administrators. Given the quantitative evaluation, the researcher failed to reject Null Hypothesis 1 that stated there are no differences among perceptions of administrators, counselors, and teachers regarding whether classroom placements of ESL students were appropriate. However, there was a moderate difference noted for perceptions of teachers, counselors, and administrators on question 7, I believe ESOL students need to complete the same 24-credit hour requirement as traditional students in order to graduate. The moderate difference was not significant to reject the null; therefore, there are no differences among perceptions of administrators, counselors, and teachers regarding whether classroom placements of ESL students were appropriate.

The Null Hypothesis 2 stated there are no differences among perceptions of administrators, counselors, and teachers regarding the need for additional training and professional development to best meet the needs of ESL students. In order to test Null Hypothesis 2, the researcher used the ANOVA test to evaluate survey data once again. The researcher looked at survey questions five (teachers and administrators) and three (counselors), nine and 11, and determined there was a difference in perceptions for question five (teachers and administrators) and three (counselors), but not questions nine and 11. Survey question five (teachers and administrators) stated, "I am open minded to professional development for new ways to improve instruction for ESOL students if I feel I am not meeting students' needs," and question three (counselors) stated, "I feel I need more professional development on ESOL learning and working with students." After finding a difference that was significant with the ANOVA test, the researcher conducted a Tukey and found the difference was significant between counselors and teachers, and counselors and administrators. Due to the difference in one of the questions in the survey

that tested Null Hypothesis 2, the researcher rejected the null hypothesis and found there was a difference among perceptions of administrators, counselors, and teachers regarding the need for additional training and professional development to best meet the needs of ESL students.

Null Hypotheses 3 and 4 were tested using the secondary data collected of ACCESS English fluency exam scores for 45 then-current ESL students within the program in the district of study. The researcher failed to reject Null Hypothesis 3 which stated, there is no difference in students' improvements in their Listening, Speaking, Reading, and Writing subscores, as measured by the ACCESS assessment. The researcher also failed to reject the Null Hypothesis 4 which stated, there is no difference in students' improvements in their Oral Language, Literacy, and Comprehension subscores, as measured by the ACCESS assessment.

In addition to the quantitative analysis conducted, the researcher also conducted a qualitative analysis through interviews with counselors and administrators and a focus group with teachers. The researcher conducted a focus group that was offered to 123 teachers, and there were, in total, seven teachers who participated in the focus group. The focus group addressed Research Questions 1 and 2 of the study: (a) What are teacher perceptions regarding the appropriateness of the current classroom placement for ESL students?; and (b) How, if at all, do the teachers believe the current classroom placement for ESL students be changed? The researcher found that the overall teacher perspective from the participants in the focus group was that the program lacked the structure and resources to be appropriate for all ESL students. They noted that more individualized

instruction was necessary either through a center or co taught courses and that they needed more training to properly accommodate for ESL students.

The researcher included an option at the end of the survey to show interest in participating in one-on-one interviews for counselors and administrators, then the researcher contacted those that showed interest to set up a time that was convenient for them. The researcher sent the survey out to six counselors and six administrators. Of the six counselors, three showed interest and were interviewed. Of the six administrators, three showed interest and were interviewed.

Through administrator interviews, the researcher was able to analyze Research Question 3, what are administrator perceptions regarding the appropriateness of the current classroom placement for ESL students? The researcher found that administrators lacked an understanding of the program and felt as though it was not sufficient to meet all the needs of all the ESL students who attended the school district in the study. They noted that training was needed for teachers, counselors and administrators to better understand and accommodate for the needs of ESL students arriving in the district. They were also all in conclusion that the school did little to connect culturally outside of the walls of the school, and that was something that would be beneficial to improve the program and gain a better understanding of the ESL population present in the district.

Through the counselor interviews, the researcher was able to analyze Research Question 4, what are counselor perceptions regarding the appropriateness of the current classroom placement for ESL students? The researcher found that counselors struggled finding appropriate courses to place incoming ESL students in and that they were not confident they understood the educational backgrounds of the students to properly place

them. Overall, counselors suggested they have to be selective in what courses they place ESL students in because of the instructional styles of the teachers. They mentioned that having the ESL teacher as a support during enrollment was helpful; but if they were not available, they were dependent on other translators (either students or teachers) and technology translation.

## Chapter Five: Discussion

### Overview

The goal of this research was to evaluate the ESL secondary classroom placement in a Midwest school district. The researcher conducted both qualitative and quantitative analysis to evaluate perceptions and outcomes of the program, to provide the district with data that could cause them to initiate improvements of the then-current program. In Chapter Four, the researcher summarized the findings from both the quantitative and qualitative data collection and analysis. Chapter Five discusses these findings in detail, states any limitations found during the study, and provides recommendations to improve the ESL classroom placement within the district of study. Within this research the researcher identified common themes of perceptions of the then-current program and ways to improve the program through interviews and focus groups. The researcher also used secondary data gathered from English fluency scores on the ACCESS to assess the differences in the different areas assessed, reading, writing, speaking, and listening, to further provide suggestions for future studies. This study only begins to evaluate the then-current ESL program in place within the Midwest school district and provides suggestions for future studies to improve the program in specific areas of need.

### Questions and Hypotheses

**Research Question 1:** What are teacher perceptions regarding the appropriateness of the current classroom placement for English Second Language students?

**Research Question 2:** How, if at all, do the teachers believe the current classroom placement for English Second Language students be changed? (Focus Group)

**Research Question 3:** What are administrator perceptions regarding the appropriateness of the current classroom placement for English Second Language students?

**Research Question 4:** What are counselor perceptions regarding the appropriateness of the current classroom placement for English Second Language students?

**Hypothesis 1:** There is a difference among perceptions of administrators, counselors, and teachers regarding whether classroom placements of ESL students are appropriate.

**Hypothesis 2:** There is a difference among perceptions of administrators, counselors, and teachers regarding the need for additional training and professional development to best meet the needs of ESL students.

**Hypothesis 3:** There is a difference in students' improvements in their Listening, Speaking, Reading and Writing subscores as measured by the ACCESS assessment.

**Hypothesis 4:** There is a difference in students' improvements in their Oral Language, Literacy, and Comprehension subscores as measured by the ACCESS assessment.

### **Implications**

**Research Question 1:** What are teacher perceptions regarding the appropriateness of the current classroom placement for English Second Language students?

Through an analysis of the responses given during the focus group, the researcher found that teachers were not fully aware of what the then-current ESL model was and

they felt it lacked to meet the needs of the ESL students. Teachers also felt as though they needed additional professional development to properly modify and accommodate for ESL students. Teachers also felt they did not understand students' cultural backgrounds and the difficulties they faced, and knowing these things would help them better instruct students. Finally, teachers expressed they only felt supported by the ESL teacher and there was not much support from the district or administrators.

**Research Question 2:** How, if at all, do the teachers believe the current classroom placement for English Second Language students be changed?

Teachers expressed that they believed the program required more structure and in the courses in which ESL students were enrolled, there needed to be more support. They suggested more like a co-taught setting. In addition, teachers felt like they needed more professional development to help them modify curriculum to make it difficult enough to challenge students and give a credit for, but not too challenging, to the point that they could not complete the work. Teachers stated that the ELL learner plans they received were helpful, but it was easy to forget what the plans said. They said that touching base throughout the year would help them better accommodate the students. Finally, teachers believed a center style program to assist students in language development, until they had enough English to successfully tackle the curriculum being taught, would be helpful.

**Research Question 3:** What are administrator perceptions regarding the appropriateness of the current classroom placement for English Second Language students?

Through the qualitative analysis of interviews with administrators, it was found that they had a general understanding of the ESL program, but lacked a full



understanding of the whole process. They believed more could be done to support ESL students, and professional development was needed for teachers, counselors, and administrators. They stated more contact with the ESL teacher during the day would improve the program, and small group instruction worked best for ESL students. If students came with large gaps in education or poor education, administrators admitted they did not know the proper course of action, but agreed that extending the timeline for graduation was necessary. Finally, administrators believed there needed to be more effort put in to making connections with the community, and the diversity within the community and the school.

**Research Question 4:** What are counselor perceptions regarding the appropriateness of the current classroom placement for English Second Language students?

Through the qualitative analysis of one-on-one interviews coded for common themes, the researcher found counselors felt supported by the ESL teacher during enrollments; however, not having the ESL teacher there all day long was difficult. They had a system in place for enrollments, but it needed to be individualized for each student. They expressed there was difficulty in properly placing students, due to lack of knowledge of students and the lack of course options, because of graduation requirements. Counselors felt teachers needed more professional development with working with ESL students, and placing students specifically with teachers with instructional techniques that worked well with ESL students. Finally, counselors stated ESL students needed extra time and accommodations to access the curriculum.

**Null Hypothesis 1:** There are no differences among perceptions of administrators, counselors, and teachers regarding whether classroom placements of ESL students are appropriate.

The ANOVA test was used to determine whether there was a difference when comparing teacher, counselor and administrator perceptions regarding whether classroom placements of ESL students were appropriate, found there was not a difference of perceptions. The research used four survey questions to identify a potential difference and all proved to not show a difference in perception. The  $p$ -values for question four was 0.3667, which was much larger than the 0.05  $p$ -value needed to show a difference; therefore, there was not a significant difference in perceptions of teachers, counselors, and administrators. The  $p$ -value for question six was 0.1135, which was also larger than the 0.05  $p$ -value needed to show there was a difference; therefore, this result also yielded no difference. The  $p$ -value for question seven was 0.0817, which was larger than the 0.05  $p$ -value needed to show there was a difference, therefore, no significant difference noted; however, there was a moderate difference noted given the  $p$ -value was less than .10. Question seven inquired if teachers, counselors, and administrators believed that ESL students should complete the 24-credit hour graduation requirement for students in Missouri schools. The moderate difference indicated there needed to be further investigation into this particular perception regarding credit requirements for graduation for ESL students. Finally, question eight had a  $p$ -value of 0.7234, which was significantly larger than 0.05  $p$ -value; therefore, no difference was noted. The researcher tested a difference in perception using the ANOVA test on four different survey questions to conclude that there was no difference in teacher, counselor, and administrator perceptions

regarding whether classroom placements of ESL students were appropriate. The implications of this validated the responses of the individuals from each group and it can be concluded there is a shared perception in their responses regarding the then-current classroom placement of ESL students and its appropriateness. Further investigation into where they shared a perception of a fault of the then-current model could provide information to improve the program through a modification.

**Null Hypothesis 2:** There are no differences among perceptions of administrators, counselors, and teachers regarding the need for additional training and professional development to best meet the needs of ESL students.

The ANOVA test in this study, used quantitatively to determine whether there was a difference when comparing teacher, counselor and administrator perceptions regarding the need for additional training and professional development to best meet the needs of the ESL students, found there was a difference of perceptions. The research tested three survey questions to identify a potential difference and one of the questions revealed there was a difference in perception. The  $p$ -values for question three (counselors) and question five (administrators and teachers) was  $p < 0.0001$ , which was less than the 0.05  $p$ -value needed to show a difference; therefore, there was a significant difference in perceptions of teachers, counselors and administrators in question three (counselors) and question five (administrators and teachers). After a difference was found, the researcher conducted a Tukey test to determine that the difference was between counselors and teachers, and counselors and administrators. This question related to the open-mindedness of the respondents to participate in professional development if necessary, and if they felt they needed more professional development.

Teachers and administrators were open to PD and felt it was needed for them; however, counselors did not share the same sentiment and did not feel as inclined to feel the need for additional professional development with working with ESL students. The next question to test this hypothesis was question nine; the  $p$ -value for question nine was .1503, which was larger than the 0.05  $p$ -value needed to show there was a difference; therefore, no significant difference was noted in difference of perceptions of teachers, counselors, and administrators for this question. The last question, question 11, showed a  $p$ -value of 0.8652, which was much larger than the 0.05  $p$ -value needed to show there was a difference; therefore no significant difference was noted. Given that one of the questions revealed a difference in perception and survey questions did not, additional investigation is needed to provide a sound decision on whether to reject the null hypothesis. However, for this study, given there was a difference shown, the researcher rejected the Hypothesis 2 and concluded there was a difference among perceptions of administrators, counselors, and teachers regarding the need for additional training and professional development to best meet the needs of ESL students. The researcher believed this may be attributed to the lack of exposure the counselors had with the ESL students, because they did not understand the training they lacked.

**Null Hypothesis 3:** There is no difference in students' improvements in their Listening, Speaking, Reading and Writing subscores as measured by the ACCESS assessment.

When testing Null Hypothesis 3, the researcher conducted an ANOVA test of the difference in the ACCESS score improvements in Listening, Speaking, Reading, and Writing for 45 students then-currently enrolled in the program. The  $p$ -value for this

ANOVA test for potential differences was 0.7264, which was much higher than the 0.05  $p$ -value needed to show there was a difference; therefore, no significant difference was noted. The researcher believed this indicated that the program was not teaching one skill more than another in the areas of listening, speaking, reading, and writing, and that it was well-rounded. This was a positive finding and the researcher believed it suggested the structure of the program had been effective in teaching to all areas; however, the researcher believes an additional study should be conducted to determine if the growth was significant in improvements. The researcher also believes an additional study should be conducted to determine if there is a point in the student's career in the program the growth levels off and the program is no longer providing a benefit to the student.

**Null Hypothesis 4:** There is no difference in students' improvements in their Oral Language, Literacy, and Comprehension subscores as measured by the ACCESS assessment.

When testing Null Hypothesis 4, the researcher conducted an ANOVA test of the difference in the ACCESS score improvements in Oral Language, Literacy and Comprehension for 45 students currently enrolled in the program. The  $p$ -value for this ANOVA test for potential differences was .9433, which was much higher than the 0.05  $p$ -value needed to show there was a difference; therefore, no significant difference was noted. The researcher believes this indicated that the program was not teaching one skill more than another in the areas of oral language, literacy, and comprehension, and that it was well-rounded. This was a positive finding and the researcher believes it suggested the structure of the program had been effective in teaching to all areas; however, the researcher believes an additional study should be conducted to determine if the growth

was significant in improvements. The researcher also believes an additional study should be conducted to determine if there was a point in the student's career in the program where the growth leveled off and the program was no longer providing a benefit to the student.

### **Summary of Findings**

An additional study could be used to further evaluate if the shared perceptions indicated the placement was appropriate; and if not, a study could be done to determine why and that may lead to ways to improve the program. The researcher also believes an additional study is needed to determine if PD is needed for counselors, teachers, and administrators and what specific types of professional development would benefit them in their position to help ESL students.

Some things that may have affected the study were that this study was specific to one school district ESL classroom placement model and only used the survey results from one building in the district's secondary schools. The small sample size may affect the validity of the results. In addition, the exposure to ESL students and program styles may have affected the teachers', counselors', or administrators' personal perceptions which would shape their responses. Further research that could be completed would be looking at the questions that teachers, counselors, and administrators provided common responses on and targeting those areas to strategically make improvements to ESL classroom placement model in the district. Further research that may be done to make the results more conclusive would be completely a state or nation-wide assessment of ESL classroom placement and its appropriateness.

**Recommendations**

Based on the findings from this study, that there was a difference found in perceptions regarding the necessity for professional development in teachers, counselors and administrators, the researcher recommends an additional study dedicated to finding which specific types of professional development counselors, administrators, and teachers feel they need would be beneficial. In addition, based on the ANOVA results from Hypotheses 3 and 4, the researcher suggests further study is necessary to evaluate if the student improvement scores on the ACCESS in the areas of reading, writing, listening, and speaking are significant and if there is a time when the growth levels off and the program is no longer effective. This study could also be conducted for the areas of oral language, literacy, and comprehension.

**Conclusion**

For years, ESL students have been in the educational systems in the United States; however, the growth of the ESL programs has been less than sufficient to accommodate the needs of these students. In Chapter Two, a literature review highlighted the growth of ESL students across the nation, instructional programs utilized for ESL students, needs of ESL students, and legalities tied to ESL programming. Chapter Three contained the methodology of the study. This included the problems discussed in Chapter Two with ESL programming and explained the purpose of the study, which focused around the seeking if a difference in perceptions of teachers, counselors, and administrators of the then-current program existed. Focus groups and interviews gathered more in-depth responses regarding each group's perceptions of the program to provide qualitative data for the study. The participants included teachers, counselors, and administrators from the

district of study in the Midwest. Participants in the survey received an online survey link to their district email addresses. Those participants from each group that expressed interest were contacted to participate in the focus group and one-on-one interviews. The secondary data were from students then-currently in the program, and their assessment scores on the ACCESS. The data collected for quantitative analysis were analyzed using the ANOVA to seek possible differences, and the qualitative data collected were to seek common themes to provide insight into the perceptions of teachers, counselors, and administrators.

In Chapter Four, the data were analyzed for each research question by coding and finding common themes and through using the ANOVA test to seek potential differences to possibly reject the null hypotheses. Data from the interviews and focus group revealed that individuals felt they needed more training on working with ESL students and the program was not sufficient to meet the needs of all the ESL students within the district. They mentioned that the ESL teacher and staff involved in the building were doing the best they could with what they had, but it needed to be improved. The data from the surveys found there was no difference in perception of whether the program in place for ESL students was appropriate, but it should be investigated further as to whether it is appropriate quantitatively through a more specific study. It was also found that there was a difference in perception of the need for professional development by teachers and counselors, as well as administrators and counselors. Counselors did not believe there was a necessity for professional development as much as teachers and administrators felt there was a need.



It was found that students improved at comparable rates in the areas of reading, writing, speaking, and listening, as well as oral language, literacy, and comprehension.

Chapter Five contained a complete review of the study findings. The researcher reviewed each hypothesis and research question in the study, and the findings related to each were presented. According to the results of the study, it was found that the then-current ESL program model for the district in the study required improvement, and further studies should be conducted to find the specific areas in which improvements should be made.

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## Appendices

### Appendix A

# LINDENWOOD

## Survey Research Consent Form

### A Mixed-Method Study Evaluating English Second Language Student Classroom Placement at the Secondary Level in a Midwest Public School

You are asked to participate in a survey being conducted by Ms. Corbin Kreamalmeyer under the guidance of Dr. Robert Steffes at Lindenwood University. We are doing this study to conduct a program evaluation on the classroom placement model for English Second Language students. The researcher will conduct the classroom placement model evaluation through Likert scale surveys, focus groups, interviews and evaluating secondary data of ACCESS English fluency scores of secondary students in the Midwest Public School District.

Surveys will be asked to be completed by:

- Teachers (21 question survey)
- Counselors (21 question survey)
- Administrators (21 question survey)

Findings from this study to contribute to existing research in the educational community. Questions will pertain to the perceptions of individuals of the current instructional model effectiveness. Participants will not be required to observe anything prior to the survey or focus group. It will take about 10-15 minutes to complete this survey.

Answering this survey is voluntary. We will be asking about 125 teachers, 6 administrators and 6 counselors to answer these questions.

At the end of the survey, teachers will be asked if they would be willing to participate in a focus group that will meet one time for 30 minutes in person before school on May 17<sup>th</sup> from 6:35am-7:05am. We will discuss a series of questions related to the current English Second Language program. The questions will focus on identifying your perceptions of the program, areas of improvement, instructional models you have used and if you believe more professional development would be useful. The researcher would not choose to share responses that could be identifiable and paraphrasing could be used if necessary to protect participant's identity. In addition, the recorded and transcribed responses would be stored under a password protected computer program to ensure participants identity was protected.

If you select yes, the survey will ask if you to provide your name and contact information. The first 14 willing participants for the focus group will be selected to participate.

Focus group participation will include:

- Only Teachers

At the end of the survey, counselors and administrators will be asked if they would be willing to participate in an individual interview that will meet one time for 30 minutes in person after school from 2:35-3:05pm. We will discuss a series of questions related to the current English Second Language program. The questions will focus on identifying your perceptions of the program, areas of improvement, instructional models you have used and if you believe more professional development would be useful. The researcher would not choose to share responses that could be identifiable and paraphrasing could be used if necessary to protect participant's identity. In addition, the recorded and transcribed responses would be stored under a password protected computer program to ensure participants identity was protected.

If you select yes, the survey will ask if you to provide your name and contact information. The first 3 willing counselors and first 3 willing administrators) for the individual interviews will be selected to participate.

Individual interview participation will include:

- Counselors
- Administrators

### **What are the risks of this study?**

The data collected during this study may reflect poorly on participants, the school or district, and potentially even the researcher. You do not need to answer any questions that make you uncomfortable or you can stop taking the survey at any time.

If you choose to participate in the focus group or individual interview, identifiable data could also be collected such as your content area, specific identifiable dialogue or years of experiences. Every effort will be made to keep your information secure and confidential. The researcher would not choose to share responses that could be identifiable and paraphrasing could be used if necessary to protect participant's identity. In addition, the recorded and transcribed responses would be stored under a password protected computer program to ensure participants identity was protected. Only members of the research team will be able to see your data. We do not intend to include any information that could identify you in any publication or presentation.

### **Will anyone know my identity?**

We will do everything we can to protect your privacy. We do not intend to include information that could identify you in any publication or presentation. Any information we collect will be stored by the researcher in a secure location. The only people who will be able to see your data are: members of the research team, qualified staff of Lindenwood University, representatives of state or federal agencies.

### **What are the benefits of this study?**

You will receive no direct benefits for completing this survey. We hope what we learn may benefit other people in the future.

If you have any questions about your rights as a participant in this research or concerns about the study, or if you feel under any pressure to enroll or to continue to participate in this study, you may contact the Lindenwood University Institutional Review Board Director, Michael Leary, at (636) 949-4730 or [mleary@lindenwood.edu](mailto:mleary@lindenwood.edu). You can contact the researcher, Ms. Corbin Kreamalmeyer directly at 636-266-8122 or [ckreamalmeyer@fz.k12.mo.us](mailto:ckreamalmeyer@fz.k12.mo.us). You may also contact Dr. Robert Steffes at [rsteffes@lindenwood.edu](mailto:rsteffes@lindenwood.edu)

By clicking the link below, I confirm that I have read this form and decided that I will participate in the project described above. I understand the purpose of the study, what I will be required to do, and the risks involved. I understand that I can discontinue participation at any time by closing the survey browser. My consent also indicates that I am at least 18 years of age.

You can withdraw from this study at any time by simply closing the browser window. Please feel free to print a copy of this consent form.



**Appendix B**  
**Email for staff participating in online survey**

Dear Staff,

Below you will find a link that will take you to an optional survey for my dissertation study as discussed at the faculty meeting on [insert faculty meeting date and time]. The topic of the study is English Second Language student classroom placement at the secondary level and I will be using Midwest Public High School as my sample source. The survey will only take 10-15 minutes, and I would greatly appreciate your participation.

Thanks for your time and support,  
Ms. Corbin Kreamalmeyer

### Appendix C Teacher Survey

Please rate the following statements on a scale of 1 to 7, where 1=Strongly Disagree and 7=Strongly Agree

1. I feel knowledgeable about the current ESOL instructional model.
2. I feel confident I know where to locate information about the ESOL program.
3. The accommodations I make in class increase student growth.
4. ESOL students are prepared for my course when they are placed in it.
5. I am open minded to professional development for new ways to improve instruction for ESOL students if I feel I am not meeting student's needs.
6. I know how to appropriately accommodate for ESOL students.
7. I believe ESOL students need to complete the same 24 credit hour requirement as traditional students in order to graduate.
8. The current ESOL program model supports students in order for them to be successful in my classroom.
9. I am adequately trained for ESOL students to be in their classrooms.
10. ELL Learner Plans that individualize the accommodations and modifications for ESOL students help me to better instruct them.
11. I feel more professional development on ESOL students would be useful for me and would improve ESOL instruction in my classroom.
12. I am knowledgeable of ESOL specific instruction practices.
13. I see ESOL students become overwhelmed with the workload of my class.
14. I feel I am made aware of enrollment decisions pertaining to my class made for ESOL students.
15. Collaboration with the current ESOL instructor is meaningful.
16. Resources, such as books, for my class provide accommodations for ESOL students.
17. I know how to use translation tools in my classroom to help ESOL students understand.
18. ESOL students struggle in my class more than most.
19. Meeting curriculum standards are possible for ESOL students.
20. I understand how an ESOL student qualifies for services.
21. Would you be willing to participate in a focus group to discuss the ESOL programming further?  
If yes, please enter contact information: name and email  
If no, thank you for completing the survey.

**Appendix D**  
**Administration Survey**

**Please rate the following statements on a scale of 1 to 7, where 1=Strongly Disagree and 7=Strongly Agree**

1. I feel knowledgeable about the current ESOL instructional model.
2. I feel confident I know where to locate information about the ESOL program.
3. I understand how an ESOL student qualifies for services.
4. ESOL students are prepared for the courses they are placed in.
5. I am open minded to professional development for new ways to improve instruction for ESOL students if I feel students' needs are not being met.
6. Our school appropriately accommodates for ESOL students.
7. I believe ESOL students need to complete the same 24 credit hour requirement as traditional students in order to graduate.
8. ESOL students are supported in order for them to be successful in school.
9. All teachers are adequately trained for ESOL students to be in their classrooms.
10. ELL Learner Plans that individualize the accommodations and modifications ESOL students receive help classroom teachers.
11. I feel more professional development on ESOL students would be useful for staff and would improve ESOL instruction.
12. I am aware of the process for an ESOL student to exit services.
13. I understand transcripts and equivalent courses from other countries in order to properly allocate credit to students.
14. FZW has sufficient classroom placement options for ESOL students.
15. The school has resources where ESOL students can go when they have questions.
16. There is a procedure for counselors to determine which courses to place ESOL students in so the placement is appropriate.
17. All counselors are adequately trained to place students in appropriate courses.
18. I feel our district is equivalently accommodating for ESOL learner needs compared to districts of similar size.
19. I feel our district is equivalently accommodating for ESOL learner needs compared to districts of similar size within the nation.
20. I feel I need more professional development on working with ESOL students.
21. Would you be willing to participate in a 30 minute individual interview to discuss the ESOL programming further?

If yes, please enter contact information: name and email

If no, thank you for completing the survey.

**Appendix E**  
**Counselor Survey**

**Please rate the following statements on a scale of 1 to 7, where 1=Strongly Disagree and 7=Strongly Agree**

1. I feel knowledgeable about the current ESOL instructional model.
2. I feel confident I know where to locate information about the ESOL program.
3. I feel I need more professional development on ESOL learning and working with students.
4. ESOL students are prepared for the courses they are placed in.
5. I am knowledgeable regarding the quality of education of all ESOL students we receive to appropriately place them.
6. Our school appropriately accommodates for ESOL students.
7. I believe ESOL students need to complete the same 24 credit hour requirement as traditional students in order to graduate.
8. ESOL students are supported in order for them to be successful in school.
9. All staff are adequately trained for ESOL students to be in their classrooms.
10. I understand transcripts and equivalent courses from other countries in order to properly place students.
11. I feel more professional development on ESOL students would be useful for staff and would improve ESOL instruction.
12. I understand transcripts and equivalent courses from other countries in order to properly allocate credit to students.
13. I feel our district is equivalently accommodating for ESOL learner needs compared to districts of similar size within the state.
14. I know what courses to place ESOL students in when they arrive from another country.
15. The school has resources where ESOL students can go when they have questions.
16. I feel our district is equivalently accommodating for ESOL learner needs compared to districts of similar size within the nation.
17. I often find it difficult to find an appropriate classroom placement for ESOL students.
18. When placing ESOL students, I take into consideration teaching styles in order for the ESOL student to be successful.
19. I feel the identification tool for ESOL students identifies all ESOL students.
20. FZW has sufficient classroom placement options for ESOL students.
21. Would you be willing to participate in a 30 minute individual interview to discuss the ESOL programming further?

If yes, please enter contact information: name and email

If no, thank you for completing the survey.

**Appendix F**  
**Thank you email for participation**

Dear Staff,

Thank you for your participation in the English Second Language Classroom Placement study. I would like to express my sincere gratitude for your time and efforts in completing the survey. Please be assured that the data collected will be confidential and will be used in compilation with other research to evaluate English Second Language student instruction. I look forward to analyzing the data collected from West High School to arrive to a conclusion on the current effectiveness of our English second language classroom placement.

Thanks for your daily commitment to educating all children from all walks of life; you make a difference in their life.

Kind Regards,  
Ms. Corbin Kreamalmeyer

**Appendix G**  
**Email for staff participating in focus group**

Dear Staff,

Thank you very much for being willing to be part of the focus group for my dissertation study about English Second Language Classroom placement. Your participation is vital to me gathering your thoughts on the current placement model and its effectiveness. The focus group will meet one time for only 30 minutes. As a reminder the meeting will be held on {Date} at 6:35-7:05am in room 173 at Midwest Public High School. Please do not worry about bringing breakfast that morning as I will be providing food. I look forward to meeting.

Kind Regards,  
Ms. Corbin Kreamalmeyer

**Appendix H: Counselor Interview Questions**

1. What are your perceptions of the current English Second Language Student classroom placement model?
2. How, if at all, should the model be altered or changed in your opinion?
3. What types of professional development are needed, if any? For teachers, counselors or administrators?
4. How do you feel you are supported when ESOL students are going through the enrollment process?
5. How are the enrollment procedures? Do you feel like there is a successful process in place?
6. When you have students that are not understanding due to their English abilities what do you do to effectively communicate with them?
7. Do you believe instructional techniques or styles influence if the ESOL student will be successful? Do you tend to place ESOL students with teachers with specific instructional models?
8. In your opinion, what types of modifications or accommodations are appropriate for ESOL students? Are you involved in the accommodations selection?

**Appendix I: Administrator Interview Questions**

1. Are you familiar with the current English Second Language Student classroom placement model? If so, what are your perceptions of the placement model? Do you think it is appropriate for all ESOL students at West?
2. How, if at all, should the model be altered or made better in your opinion?
3. If a student enters from another country and has lacked formal education or the quality of education was below that of the U.S. how does West meet the needs to those students?
4. What types of professional development are needed, if any? For teachers, counselors or administrators?
5. Do you believe the graduation requirements are too difficult for a new ESOL student to achieve in four years? Do you believe they should have to complete all graduation requirements to receive a diploma?
6. When you have students that are not understanding you, their teachers or what is being expected due to their English abilities what do you do? Do you find this approach works?
7. Which method of instruction have you seen work best with ESOL student populations in the classrooms you observe?
8. How you seen the ESOL program evolve in your years at Midwest?
9. Are there clubs or committees that help support the diverse ESOL population and make them feel more welcomed and involved?
10. In what ways does the school support community involvement of all ethnicities to make them feel welcomed? Are there any ways you think the school could improve their efforts for more cultural diversity awareness?



**Appendix J: Administrator Interview, Interview Transcript****Participant 1:**

- 1. Are you familiar with the current English Second Language Student classroom placement model? If so, what are your perceptions of the placement model? Do you think it is appropriate for all ESOL students at West?**

I am not 100% familiar with it, am I familiar with it, yes. Could I describe it completely to you, no. I know that we have students that come to us that struggle and don't have English as their primary language we look at some test scores and we determine at what level we need to service them and their are various levels of service we provide them. Uh, all is a pretty tough thing to say I think that it takes care of the needs of most of our kids but there are still others that could use more service. I mean we are able to give them less service or we are able to monitor them for someone that doesn't need a lot of help but someone that is very needy we have tried to be creative with students that come to us with huge gaps in their learning and uneducated for many years and we've tried to work with them, but we don't really have a system in place to accommodate someone that needs a full day assistance.

- 2. How, if at all, should the model be altered or made better in your opinion?**

I think it would be difficult to offer the full day offering at every high school, but it would be nice if one of our high schools had the ability to give a full day service, that would be nice it would help. I mean because like I said, most kids we are okay with but there are kids that need more than we can give them.

- 3. If a student enters from another country and has lacked formal education or the quality of education was below that of the U.S. how does West meet the needs to those students?**

Well we had that this year, we tried to put them on an internet based system because they were coming to us below high school material. That's a need we should address, that's where I would like to send that child somewhere, maybe a middle school maybe an off-site in our district so they do not have the middle school stigma where they can catch up, because it's difficult for them to catch up here.

- 4. What types of professional development are needed, if any? For teachers, counselors or administrators?**

I think there are a lot of individuals that do not know what the program is or don't know what the program can offer and it kind of unfortunately the way that we do it lends itself to that. You know you have a lot of turn over so you have different teachers assigned here and you don't have a teacher full-time all day that becomes a part of your staff that would help. But as far as you know if you don't have a relationship with the teacher then you probably don't know what the services are that they're providing and that would be helpful for our people to know so what do I do when I have a student in my class that I don't think can speak English well enough to comprehend the material.

- 5. Do you believe the graduation requirements are too difficult for a new ESOL student to achieve in four years? Do you believe they should have to complete all graduation requirements to receive a diploma?**

Well, that's tough. You know I do think that if we are going to give a diploma that means the same as everyone else's diploma then yes everyone should meet those requirements. I think that we need to be realistic in the timeframe you know we educate kids until their

21 and if a student comes here and doesn't speak English and is behind and is 14 or 15 years old we should have a plan for that child to graduate but they're probably not gonna graduate in 4 years. And their a students, we came here five years ago and they are graduating this year summa cum laude with a pretty significant language barrier, but she's kind of an exceptions you know most kids don't adapt that quickly but I think it's possible but I think the timeframe needs to be negotiable.

**6. When you have students that are not understanding you, their teachers or what is being expected due to their English abilities what do you do? Do you find this approach works?**

The first thing I will do if I am having a problem is go to whoever that language teacher is who is on plan. If it just happens to be, I mean general speaking it is Spanish and I will bring that teacher in to help explain and I have done that before with parents and with students. There was a situation years ago and we had a young lady and her family and they spoke Mandarin and what we did there was we had a student who spoke Mandarin and it wasn't necessarily a discipline situation but we had the student explain to the parent what we were doing and asked permission if they could sit in and interpret. And then we had a real troubled student from another country with a unique language that we used to have to bring an interpreter in when we met with them just because that's not a common language.

**7. Which method of instruction have you seen work best with ESOL student populations in the classrooms you observe?**

I don't know I mean the kids technology is something they really enjoy so any instruction that uses technology they seem to gravitate toward. They read what is there but they don't know the meaning and they skip words so reading out loud as a group helps with that. Anytime I was in your room watching you or participating anytime you were able to bring a group together they seemed more receptive, which is a challenge because they are all in different classes. But if you can do group instruction with them I think they don't get a lot of that.

**8. How you seen the ESOL program evolve in your years at Midwest?**

Well we didn't have an ESL teacher at all when I was hire here, so we had nothing. Now, I believe we could justify a full time teacher which is what we sort of have. I think it's come a long way but that's because it's had to come a long way. We have had a lot of kids move in, we are behind other school districts in some areas because of our growth basically if you're in a district that's a steady stagnant district your size doesn't ever flux, you're not building any schools and you have the opportunity to focus on program offerings in the schools you have. I mean in our school district we're building additions on schools and adding news schools so our district hasn't had the chance to say what do we need to invest in for our existing ELL program. I mean we went from no program to an hour or two a day here and there to a teacher- it has a ways to go.

**9. Are there clubs or committees that help support the diverse ESOL population and make them feel more welcomed and involved?**

Well CIA does and you know we have a foreign language club. But, CIA our culture in actions tries to tap into those students and every month they have presentations of different cultures and we have some students that really embrace that and other kids that don't want anything to do with it but it's there for them.

**10. In what ways does the school support community involvement of all ethnicities to make them feel welcomed? Are there any ways you think the school could improve their efforts for more cultural diversity awareness?**

That's tough. That's probably an area of weakness for me I mean I try to take care of my school but I don't spend a lot of extra time trying to make sure the community at large. I don't address them much. I know that we had an ESL teacher and she was really big on bringing the families in and she tried to really get to know the families and I supported her in that but I never initiated or required that. And I guess the excuse for that is really why our district is the way it is, for the last few years we've been adding math and science teachers and focusing on getting things in place and that's something that has not been at the forefront is involving the community and the families moving into our district.

### Appendix K: Administrator Interview, Interview Transcript

#### Participant 2:

1. **Are you familiar with the current English Second Language Student classroom placement model? If so, what are your perceptions of the placement model? Do you think it is appropriate for all ESOL students at West?**

Probably no, not very familiar. The only thing that I am familiar with is the ACCESS test and students testing out of the program or qualifying for the program but how they are actually placed in courses I am not familiar with that.

2. **How, if at all, should the model be altered or made better in your opinion?**

In so many ways. I feel like, I am not completely certain our students all their needs are being met in all curricular areas. There is only one of you and there's many of them and they're all different languages and I think it's difficult for our teachers to know how to meet their needs. And back in the day and I am not even sure if this is accurate or not our teachers were told they needed to be fully immersed into the English language so modifying anything was off the table so they would walk into a classroom and I kind of felt like there was some drowning going on. I think that has shifted a little bit and I think that's good but certainly I think there's probably a lot of things that could help them more and I am not exactly certain what we could specifically do but I think more ESOL teachers could be helpful.

3. **If a student enters from another country and has lacked formal education or the quality of education was below that of the U.S. how does West meet the needs to those students?**

I really do not know the answer to this question.

4. **What types of professional development are needed, if any? For teachers, counselors or administrators?**

We have none so anything would be better. I have never seen or attended any professional development on helping students who English is not their primary language.

5. **Do you believe the graduation requirements are too difficult for a new ESOL student to achieve in four years? Do you believe they should have to complete all graduation requirements to receive a diploma?**

I think students need to meet the graduation requirements in order to get a diploma, I don't think the number of credits needs to be reduced but maybe the types of course offerings or types of prerequisite classes for students who that lack formal education that are five or six years delayed then different courses but I think there has to be some type of integrity behind a high school diploma and if we're expecting students to be prepared in our country to have a job or to go on to college then I do think that there has to be some integrity and some standards. So I don't think we need to lower the number of credits but definitely the supports for them need to increase because it sounds like in some cases the way we have it set up right now is impossible especially for students lacking education.

6. **When you have students that are not understanding you, their teachers or what is being expected due to their English abilities what do you do? Do you find this approach works?**

I get a teacher to call and translate. If I have difficulty having a conversation regarding expectations or a meeting with a parent then I rely on someone who can translate that for

me. I would not let that inability for me to communicate be a reason that we don't have some understanding. I rely on teachers who speak other languages.

**7. Which method of instruction have you seen work best with ESOL student populations in the classrooms you observe?**

Well the classrooms that I've observed that ESOL teacher is typically in it seems very small group, sometimes one-on-one, individualized. Direct and small group one on one is typically what I've observed.

**8. How you seen the ESOL program evolve in your years at Midwest?**

Well I've seen more students need it, I have seen an increase of different languages. Back when I started teaching we had a few students and it was all Spanish speaking and now we have more and a variety. I think our teachers are more open minded and they want more support because I don't think they know exactly how to help all these students, but they definitely want to help so I'm not sure I've actually seen the program itself as far as our professional development and the supports that we provide but I've seen more open mindedness and a want to help these students more.

**9. Are there clubs or committees that help support the diverse ESOL population and make them feel more welcomed and involved?**

Well I think that cultures in actions has been a help. I think that she does wonderful things with her group I think that overall we have diversity within our clubs. But truth be told we are sitting in a rural suburb and our population it what it is and we have a white suburban culture.

**10. In what ways does the school support community involvement of all ethnicities to make them feel welcomed? Are there any ways you think the school could improve their efforts for more cultural diversity awareness?**

Sure, because I don't think we have a whole lot in our community so I think we could grow in that area.

### Appendix L: Administrator Interview, Interview Transcript

#### Participant 3:

1. **Are you familiar with the current English Second Language Student classroom placement model? If so, what are your perceptions of the placement model? Do you think it is appropriate for all ESOL students at West?**

I am. I think it's appropriate for some I mean you have different levels of learners. I think for some it is a little elementary for them and the goal would be to get them into the regular education classroom. On the other hand, I think you have some that it is very appropriate. And to be honest I think you have a smaller group of students that maybe it is not enough. Yes, it is appropriate for what we try to do but we definitely need more in place.

2. **How, if at all, should the model be altered or made better in your opinion?**

You know, I don't know. I think it is always easy to point out problems but it is harder to come up with the solutions. I do wish there was a more formal way for students to get out of the program such as students show up and do this, this and this and then they are out of the program and I think we do that but it is more of an informal type thing so there probably needs to be more in place on how to get out of the program. You have a criteria for how they get in so I guess my concern is the students that don't do well with English those are the ones I worry about so I guess if there was a way to provide them more support. In a perfect world we would have a couple different teachers that spoke a couple different languages helping students, time, patience, and flexibility to meet students needs.

3. **If a student enters from another country and has lacked formal education or the quality of education was below that of the U.S. how does West meet the needs to those students?**

I think we have a lot of common sense around here I think you have to meet kids where they are at. So it doesn't make sense if a student is 16 years old and they are supposed to be in Algebra II but they have not even been introduced to Algebra that obviously doesn't make sense. So I think we do our best with our ESOL and counselors on placing students as appropriately as we can but we have to balance with academic integrity. We also have graduation requirements so it is a balance of doing what is best for the kid and meeting our graduation requirements. I think at the elementary level we have ESL students in reading classes and we meet them where they are and help them move up to grade level. We did previously have Algebra IA and Algebra IB for two years which would give students an opportunity to get two math credits learning only Algebra concepts, but we no longer have that and I think that would have been good for ESL students. However, based on the parameters that we have I think we do a good job at meeting them where they are.

4. **What types of professional development are needed, if any? For teachers, counselors or administrators?**

Speaking as an administrators I have never ever had any inservice or training on this at all, not that I need to be an expert but it would be nice to just have background of different cultures. I have worked with a student from a different culture and we really struggled and I had a difficult time understanding why he struggled. I know I could use some inservice training. When I taught, I taught social studies and I actually had ESL

students in my classes and I did a lot of learning on the fly and trying to work with students' case managers and they all do a great job. If teachers got some training it would be nice if they had training because it is just going to get to be we are having more and more students that have those needs and so we are behind the curve on that for sure.

**5. Do you believe the graduation requirements are too difficult for a new ESOL student to achieve in four years? Do you believe they should have to complete all graduation requirements to receive a diploma?**

Once again it depends on what student you are dealing with. It is meeting students where they are at. I think it is all about the growth to me so if you have a student that doesn't speak English at all and doesn't know their math or science or that stuff then they show a lot of growth then why would we not. I mean, what are they going to stay until their 21 and maybe they need an extra year or some things would need to be different but certainly there should be a path to graduation for everybody. I think we are so worried about well everyone has to do this, this and this- well no they don't. Not everyone knows English or have to deal with the language or cultural barrier so I'd love to see us be a little bit more flexible with students and come up with something that's unique. So if students are intelligent and work hard but the only issue is that the language is a barrier we definitely need to make sure we do the best we can to get them from here to here but at some point we have to throw them out into the real world too and they have to be an adult whether they go to college or get job training. In my opinion it should be case by case.

**6. When you have students that are not understanding you, their teachers or what is being expected due to their English abilities what do you do? Do you find this approach works?**

I try to use shorter sentences and smaller words. I try to speak more clearly and take humor and sarcasm out of the conversation and be as to the point as I can. I try to look for verbal cues to check for understanding and I have written notes to students before if needed. When it is a language barrier altogether we get interpreters in or I communicate through email in their native languages. I try to be as flexible as I can when I communicate and try to be clear and the conversation is a lot slower. For IEP meetings there is an interpreter and you need patience because it takes longer.

**7. Which method of instruction have you seen work best with ESOL student populations in the classrooms you observe?**

Teachers allowing the students to work with one another because the ESL student gets assistance from another student and they are not being centered on and it's not a teacher. I would think that student feels involved in the lesson and not singled out that way. Meeting students in their language can also be helpful and remembering a student doesn't have to speak English to pass your class so being flexible and providing resources to them.

**8. How you seen the ESOL program evolve in your years at Midwest?**

I think there is more openness and the ESOL teacher is more of a case manager. The expectations are high, but I think we have begun to provide supports for the students. With the resources we have we are doing the best we can.

**9. Are there clubs or committees that help support the diverse ESOL population and make them feel more welcomed and involved?**

I think cultures in action is definitely a celebration of different cultures and languages.

**10. In what ways does the school support community involvement of all ethnicities to make them feel welcomed? Are there any ways you think the school could improve their efforts for more cultural diversity awareness?**

I most certainly think there is efforts to include everybody. I don't know of anything specifically that we do to reach out to different cultures, probably something we should visit. I mean we don't really do anything different to get other cultures involved and we probably need to be more inclusive than we are.



### **Appendix M: Counselor Interview, Interview Transcript**

#### **Participant 1:**

**1. What are your perceptions of the current English Second Language Student classroom placement model?**

So my understanding of it is the ESOL teacher helps us at the enrollment meeting, but I don't always know what is going to be best for the student. It is very difficult to know where to put a kid especially not having background of what education systems are like in different countries so it is tricky sometimes. Sometimes we use trial and error, so sometimes we try them out in a class and shortly after that we need to change their schedule because they are inappropriately placed so that can cause disruption to that student's day and schedule which I think makes it harder on the kids because they are trying to adapt to a whole new country in theory sometimes.

**2. How, if at all, should the model be altered or changed in your opinion?**

Having a bit more knowledge and background and having access to some sort of document or resource we could have to reference other countries because we don't always have access to the ESOL teacher.

**3. What types of professional development are needed, if any? For teachers, counselors or administrators?**

For teachers, they need some ideas on how they can help those students. I am sure there are resources that translate to translate worksheets because the ESOL teacher cannot be relied on to do all of that. For principals, maybe not as much. But for counselors, how to place those kids and how to best help them when they come down. We have students come down and it would be nice to have resources to provide the students to help them get help faster.

**4. How do you feel you are supported when ESOL students are going through the enrollment process?**

I think the ESOL teacher is an excellent resource you are able to say what they need and how we can set their schedule so that the ESOL teacher can best access them during the day because that's what is probably most helpful to them is having someone to go to throughout the day.

**5. How are the enrollment procedures? Do you feel like there is a successful process in place?**

I feel like here we have a system and we stick to that and we keep after those students until we are sure they are being successful independently.

**6. When you have students that are not understanding due to their English abilities what do you do to effectively communicate with them?**

I ask for help from someone in the building that can interpret what their saying so that we can facilitate communication because that's the main part of my job as a counselor is to be a communicator.

**7. Do you believe instructional techniques or styles influence if the ESOL student will be successful? Do you tend to place ESOL students with teachers with specific instructional models?**

Yes, I do think that instructional styles can definitely influence how successful a kid is and when I do have the opportunity to hand pick their schedule I do make decisions on who I think would go the extra mile to help that kid and who will use the resources they have available to help that kid. We are not supposed to unbalance the numbers, but

sometimes it is important to make sure the student is going to get the help that they need rather than abide by that hard and fast rule.

**8. In your opinion, what types of modifications or accommodations are appropriate for ESOL students? Are you involved in the accommodations selection?**

I think they need a little bit of extra time because they are going from one language to another. Having access to a dictionary to translate and maybe having tests read to them. Yes, I do think that having a set list of accommodations would help because then teachers would know what a student needs rather than relying on the ESOL teacher telling them what helps each student. If they had a preconceived plan that was like a 504 then it would help them but I am not involved in deciding what accommodations that get.

## **Appendix N: Counselor Interview, Interview Transcript**

### **Participant 2:**

#### **1. What are your perceptions of the current English Second Language Student classroom placement model?**

I generally consult our ESOL teacher and look at what classes they previously had and our ESOL teacher will tell us whether they need a support or the English class with her. Then, based on what requirements there are for graduation I try to place them according to that so they meet their graduation requirements as well. I feel the model meets their needs effectively, but we do rely a lot on the ESOL teacher to direct us in terms of what their level of language is and what would be best for them. It seems like our ESOL students typically struggle with math and meeting those needs can be challenging.

#### **2. How, if at all, should the model be altered or changed in your opinion?**

If we had the resources available to educate our staff possibly more. I think sometimes some teachers are better than others at working with ESOL students; however, sometimes just depending on scheduling needs there's limited availability and you don't want one teacher to have to have more ESOL students as a result of that so across the board teaching more teaching strategies in helping the ESOL students.

#### **3. What types of professional development are needed, if any? For teachers, counselors or administrators?**

On the professional development days offering an ESOL workshop for teachers because for the most part teachers want to help their students and they struggle if they cannot speak the same language as the students. Teaching them strategies for overcoming the language barrier would be helpful.

#### **4. How do you feel you are supported when ESOL students are going through the enrollment process?**

For the most part I feel supported depending on the resources available if our ESOL teacher is in the building that is helpful if she can meet with the family. If not, we ask the Spanish, French or German teachers to help but if it is another language that can be challenging but that just comes with the territory no matter where they enroll.

#### **5. How are the enrollment procedures? Do you feel like there is a successful process in place?**

I think it is very one on one individualized. Our registrar does a great job letting us know if we have an ESOL student coming and before they arrive try to have our ESOL teacher present or another language teacher present to translate if needed.

#### **6. When you have students that are not understanding due to their English abilities what do you do to effectively communicate with them?**

We would get a translator if needed other than that try to find keywords that they do recognize to try to get your point across.

#### **7. Do you believe instructional techniques or styles influence if the ESOL student will be successful? Do you tend to place ESOL students with teachers with specific instructional models?**

I think that plays a big role in it. I think it also depends on what the students' needs are like some students they understand English more so it is not as much of a hindrance but for students who do struggle with their language still it can make a difference for sure. I do tend to place them with teachers with specific instructional techniques.

**8. In your opinion, what types of modifications or accommodations are appropriate for ESOL students? Are you involved in the accommodations selection?**  
No I am not involved in the selection of accommodations. I honestly think anything that levels that playing field is appropriate. I think that if a student comes in and has the ability to do well in courses then we should try to provide support so they would have an equal chance at learning as all of our English speaking students.

### **Appendix O: Counselor Interview, Interview Transcript**

#### **Participant 3:**

**1. What are your perceptions of the current English Second Language Student classroom placement model?**

I like the way that the ESOL teacher comes to the enrollment because the past several years that has been different because it is hard for us to know where to place them so that is very helpful. I think we do the best we can to place them appropriately, but I feel like we don't always know I feel like it's a guess. When they are here we talk with them the best we can, look at their transcript and try something. If it is not the right placement we can move them but there is not a lot of options because of the graduation requirements.

**2. How, if at all, should the model be altered or changed in your opinion?**

Creating more classroom options for ESOL students such as co-teaching classes with the ESOL teacher. I do think they need to be immersed in the language so I like the way they are put in classes, but they need to be taught at their level. It must be so overwhelming coming to school and not knowing English well. I think the computer programs that we have to bridge the gap for certain students are a great idea. I think we need to find ways to bridge the gap for students.

**3. What types of professional development are needed, if any? For teachers, counselors or administrators?**

Probably mostly for teachers. Teachers need to know how to work with ESOL students better. Some teachers are good at accommodating and I think other teachers just let them pass because they think it's the right thing to do and because they feel sorry. I don't think that is helping them very much and they are not learning a lot. For counselors if I was more knowledgeable on how to help ESOL students.

**4. How do you feel you are supported when ESOL students are going through the enrollment process?**

I think the ESOL teacher does a great job at that, but when the ESOL teacher is not here all day it can be hard.

**5. How are the enrollment procedures? Do you feel like there is a successful process in place?**

I think we have a process in place but it is dependent on the student and family needs. We usually use an interpreter if needed and place them in classes we think would be best but sometimes we have to change them later on. I wish we had a committee that we could pair students up with for lunch and scheduling to take care of them to feel more welcomed.

**6. When you have students that are not understanding due to their English abilities what do you do to effectively communicate with them?**

I try to find a student that also speaks their language and I think it's helpful if they can have a schedule that's similar to have a student that can help them. I think they feel more comfortable when they have a student that speaks the same language as them. Sometimes we use teachers that speak the students language. I try to check in with them the best I can and their teachers to make sure they are getting accommodations. I don't think that there has ever been a time there was a student I couldn't understand and a lot of those kids at least know some English to try to communicate.

**7. Do you believe instructional techniques or styles influence if the ESOL student will be successful? Do you tend to place ESOL students with teachers with specific instructional models?**

I think so, I know the ESOL teacher and myself create student schedules. I think it is also based more off the ESOL teachers schedule and how much support they can provide during different hours of the day. It can be hard not to overload one teacher too so you have to be careful with where to place them because they may think it's unfair.

**8. In your opinion, what types of modifications or accommodations are appropriate for ESOL students? Are you involved in the accommodations selection?**

I think extra time, modified assignments, tests read aloud can be helpful for them. I am not involved in the accommodation process because the ESOL teacher does that.

**Appendix P: Teacher Focus Group Questions**

1. What are your perceptions of the current English Second Language Student classroom placement model?
2. How, if at all, should the model be altered or changed?
3. What types of professional development are needed, if any?
4. How do you feel you are supported when ESOL students are placed in your classroom?
5. How, if at all, are the ELL learner plans helpful in supporting your ESOL students in your classroom?
6. When you have students that are not understanding due to their English abilities what do you do? Do you find this approach works?
7. Which method of instruction do you find most effective when working with ESOL students?
8. Do you feel ESOL students are equipped with the English knowledge to be placed in your course? In what ways could the current program be improved?
9. Do you feel you can effectively modify the curriculum when ESOL students are in your courses and still make it meaningful at a level they can understand?

### Appendix Q: Teacher Focus Group Transcript

#### 1. What are your perceptions of the current English Second Language Student classroom placement model?

- Participant 2: I'm not sure that I really understand any individualization. My experience has been that the students with all different language abilities are placed in the classroom with general education students. And it is really hard to figure out their present level even with a paper that says what level they're on. Um so it seems to be a sink or swim sort of model and given enough time all the students I've had experience with have been successful in learning English, but have not been successful in necessarily learning the curriculum. So it seems like it is just there to help them learn English and learning the curriculum standards is kind of secondary.
- Participant 5: Um well like we've worked side by side with a student, but with other students I was unsure what was going on. I am still unsure what languages some students spoke. I get that my subject area is seemingly universal, but I just feel like they are all under one umbrella and that's not going to work for every single kid. It does seem very specific.
- Participant 2: I was unaware what difficulty some students from certain parts of the world struggled even writing English characters. I mean whenever I graded some of the tests for ESL students I had no idea how much they struggled with just writing, I was like well that makes sense.
- Participant 7: I really had no clue until I started working more with ESL students and you. I had no clue what we even offered.
- Participant 4: I didn't know what we offered either.
- Participant 2: Me either.
- Participant 7: You have provided more than we've had in any years previously, actually coming to us with something saying these are the accommodations and these are things we can do for them, but we have no training whatsoever and that's where I am frustrated. The school district is expecting the esl teacher to take care of all these kids, but then you're here and then you're there and you go to all these different schools so my perception is that it's not working. It's not you its the district.
- Participant 5: It needs to be highlighted more.
- Participant 3: One thing that I have noticed just this past year is there is a lot more students needs then you realize are in this program and it's not just Spanish speaking.
- Participant 1: Yes, I feel like they don't all speak the same language but we treat them like they all speak the same language. Sometimes I have been lucky enough where they have been good at my subject area naturally so I don't have to worry about them as much .
- Participant 6: I don't believe that the model here is aligned well with our students' needs here at West. The district has many positives to it--the focus on the best practices for our ESL students has not been one of these positives.



**2. How, if at all, should the model be altered or changed?**

- Participant 5: I think having a class similar to a CT class would be better for students. But it would be difficult to do this with the ESL teacher because there are too many classes they would be needed in so it seems unrealistic.
- Participant 1: That's what I was thinking there was one year where you did come in 7th hour very consistently and that helped me tremendously, I said earlier too it seems like we are focused on the student learning English conversationally and socially and that does seem to be working but I get tricked sometimes. Like I had a student that speaks English very well so I just assumed that they would be good but I didn't know how much they really struggled with reading and comprehending the reading.
- Participant 6: There must be education, support, encouragement--even "orders" for lack of a better word--from the head principal down. The modifications that are necessary for these students must NOT be left to the "kindness" of teachers. I have great respect for my colleagues, but because so many of our ESL students are Hispanic, again, a "political" point of view infiltrates too many of their decisions.

**3. What types of professional development are needed, if any?**

- Participant 3: Actual professional development would help, I mean right now we have nothing. I think understanding what ESL is, because I know certain teachers have no clue what the program is.
- Participant 2: Yes, I agree and I think so people hear ESL and they initially think oh the students that speak Spanish.
- Participant 3: Granted you have a huge influx of students that speak Spanish that by no means represents your whole population.
- Participant 4: Just to understand how we as a classroom teachers can help students and accommodate for ESL students, what are the different tools we can provide for them would be helpful because our current model we have one staff member and you're not even here all the time. You're not even here all day. I believe to have a separate place for those students when they are coming in until they feel they can graduate out of the program then push them in to the regular ed setting I think would be much more beneficial for them then to just say go you just came to this country but perform in classes with native speaking peers.
- Participant 1: I'd like to have at least one session where we talk about the percentages of students in the district that use ESL services but then also what countries they're from, what life was like in those countries, what their educational background was like. Maybe not specifics because that information might be private.
- Participant 6: Professional development is needed in all areas of these students lives, from living conditions, to the language skills/lack thereof at home, to the financial situations of these immigrants, to the awareness that some are here illegally and what that means for them emotionally, as well as how that affects them advocating for themselves or not, in fear of being "found out," to their

cultures and how that affects their educational outlook, to the language barriers themselves and how we SHOULD and CAN modify assignments, to what online options are available for the texts, assignments, labs, etc., to how our political views may affect our empathy and legal responsibilities to these students.

- Participant 5: Knowing students background would be extremely helpful. I also believe that knowing the services and modifications just like for our SPED students would be great for teachers to be trained on. I think teachers are really just unaware at what a student needs and I think a lot of the times a teacher will use the language barrier as an excuse that they don't speak English instead of coming up with strategies to use with them.

#### **4. How do you feel you are supported when ESOL students are placed in your classroom?**

- Participant 6: I think you do a fantastic job and with preparing students for test and great at communication. And you are one person, and sometimes you run yourself ragged.
- Participant 2: I think you do a great job, you are in my room everyday checking on your students.
- Participant 3: I think we are supported by you, but do need professional development on the district level.
- Participant 5: I am ONLY supported by Ms. K. Well, I have had some support from counselors, but they can't do much as far as the system goes. Their support is typically an empathetic one for the student and her/his family, although this varies counselor to counselor.
- Participant 4: I think that we have teachers that sometimes go one way or the other, they are either too easy or too difficult with expectations for students. I really like your support because you help us understand what the student is capable of and what our expectations should be. We had a student that last that was so capable but chose not to.

#### **5. How, if at all, are the ELL learner plans helpful in supporting your ESOL students in your classroom?**

- Participant 3: I like what is done in the beginning of the year with providing the English Language learner plan so I know what to expect and what the student's english level is and what they are capable of helps me understand more. It is super helpful. With special ed we get their IEP and we use that information. Which has been life changing for my understanding for students I have had.
- Participant 1: Yes, an IEP is a culmination of years, but at least the ELL plan is for that year so they are not as descriptive. However, sometimes we just received that student and they are incredibly helpful in understanding those students and their needs.
- Participant 5: I think the learner plans are ok--it is too easy to forget what they are, to take time to refer back to them... not because I don't care, but because once I know I have an ESL student, I make my decision then to modify and work with

her/him as best I can. If there were updates, professional development, one-on-one discussions, perhaps that would help me utilize them more.

**6. When you have students that are not understanding due to their English abilities what do you do? Do you find this approach works?**

- Participant 1: I think when we are lucky we have a student that is an ELL student but also another ELL or another student in the class that speaks another language that can help with communication in the courses and we will lean on another student at times.
- Participant 5: Yes, the buddy system.
- Participant 4: We made a test completely in Spanish using a textbook translator thing. but unfortunately the students reading level was not high enough in Spanish so it was not the most effective but that is one strategy we used to evaluate if they understood the course content.
- Participant 3: I've been lucky enough typically I have another student in the class that also speaks that language that can help one another. The one thing that I've done with application problems and sometimes modifying those problems or sometimes setting the problem up and see if they can use it.
- Participant 2: We use a lot of technology too, like using their phones. If they are able to use their phone for translation I allow them to do that. Then we run into problems that the reading level at times can be too low. I haven't used a grade school level curriculum yet but the special ed department uses reader books with a lot of pictures and I have thought about using those before with our ESL students and would use them in the future if I felt like the students needed that.

**7. Which method of instruction do you find most effective when working with ESOL students?**

- Participant 4: I can tell you that direct instruction lecture does not work. We've done um like again kind of creating assignments where we had a better text book than the last 4 years like a very simple like matching matching like more work you know we would give them the exact like reading like I would give them definitions and chunk them one through five and five through ten and then I'd chunk their questions by sections also and they would just have to almost match the words, and I know it seems very basic but just matching the words helps them learn. One on one and sometimes even just conversational, hi how are you today? And sometimes I feel terrible but they would just for 30,40, 50 minutes of a class where you just cannot do much because of the language barrier but definitely not direct instruction.
- Participant 2: I think one-on-one works best, but sometimes that's not really applicable. I would feel CT teachers and special education CT classrooms and having them in those classrooms only because there's two people there so somebody could be sitting and doing a little more individualized with them as opposed to hey you're in a class of almost thirty and there's one teacher trying to

get to everybody and just experiencing being in your classroom and seeing this student needs me the entire hour.

- Participant 5: Students when they first get here need you to be by them the entire time.
- Participant 1: Yes, that's why I think having a separate building or program for those new kids until they're ready to graduate out of the program would be best.
- Participant 3: When students help each other they aren't being immersed in English because they are turning to each other and they're speaking in their native languages.
- Participant 6: I think one-on-one explanation, guidance, revision, etc. is best for all students, and certainly for my ESL students. My main goal is to help them feel encouraged, that they are progressing at a realistic pace. My goal is for them to be encouraged--they judge themselves so much against their peers, and sometimes the cultural pressure for them to be "perfect" is hard on them as well.
- Participant 7: To have somebody extra there would be beneficial to them.

### **8. In what ways could the current program be improved?**

#### **Do you feel English second language students are equipped with English knowledge to be placed in your course?**

- Participant 3: Depends on the severity of the barrier, I've had kids that they were technically in your course but they're rockstars Do they really need, would they fail epically like if they didn't go down I don't think so but then I have some kids that are struggling to pass and a giant barrier and it's like it really depends on the kid.
- Participant 6: Yea, I think that's not one of the requirements they are all placed in our classrooms regardless of their levels.
- Participant 7: Yes, I think unfortunately it's just the system.

### **9. Do you feel you can effectively modify the curriculum when ESL students are in your courses and still make it meaningful at a level they can understand?**

- Participant 1: Yes but it's hard to say that they should get a high school credit for what they do. I kind of look at high school credit as saying that I am prepared for the next level. Sometimes we modify too much, but like some students the next year I see them in the hallway and they are completely fluent in English now and they just needed a little bit of time.
- Participant 2: It is hard to identify the students that are struggling because they have a learning disability and those that are struggle due to a language barrier.
- Participant 5: Yes, sometimes there is a bit of an overlap.
- Participant 6: I think too it kind of falls on some teachers are really great and willing to help out any struggling learning, ESOL or SPED or just remediation. So i think having that background it is pretty easy to do and I think it's like even with a skill set we come here, we work, we try and I know that seems simplistic but for any kid you're going to come here, work here and try your best and that is going to prepare you more than World history.

### **Vitae**

Corbin Kreamalmeyer received her Bachelor of Science in Spanish Education K-12 with a Math Education minor, Cum Laude, from Northwest Missouri State University, Maryville, Missouri, in 2012. She earned her Master of Education in Educational Leadership K-12 with a master's certificate in Teaching English as a Second Language k-12 from Northwest Missouri State, Maryville, Missouri, in 2014. Corbin completed her Educational Specialist in Educational Administration, from Lindenwood University, St.Charles, Missouri, in 2017. She anticipates her Doctorate in Educational Administration from Lindenwood University in 2019.

Corbin holds certification in Spanish K-12, English for Speakers of Other Languages K-12, Principal K-8, and Principal 9-12 in the state of Missouri. After teaching four years in the Farmington School District and Midwest Public School District, she transitioned into administration as an assistant principal. Corbin Kreamalmeyer is currently the assistant principal of Fort Zumwalt North Middle School in O'Fallon, Missouri.